



THE STATE OF THE STATE'S EDUCATIONAL ENTERPRISE



CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

Summary

In this report, the Commission presents the most comprehensive overview ever undertaken of the characteristics of students and faculty in California's educational institutions, compared with the State's population. The report follows California youngsters from preschool into the public school system and then through high school into undergraduate college and through graduate school, and it then examines the demographic characteristics of the teaching faculty in California's public schools, colleges, and universities.

The report highlights the significant differences in the characteristics of students and faculty at these various levels of California's educational enterprise. By emphasizing these differences, it seeks to point out the nature of the challenges to the State's schools and colleges posed by California's increasingly diverse student population, identify the public-policy issues pertinent to improving educational opportunities and outcomes for all students, and provide a forum for further policy planning -- including ways to learn more about the progress of these diverse students through the State's educational system than is currently possible with the type of non-longitudinal information that is presented in this report.

The report illustrates its major findings through a series of 56 charts and graphs tied directly to the text on pages 1-61, and it provides the numerical data underpinning all of those findings through a series of 43 statistical tables in a technical appendix on pages 63-75.

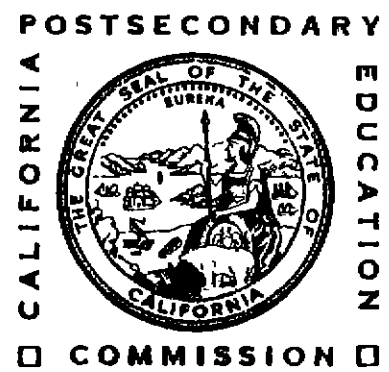
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The Commission adopted this report at its meeting on December 6, 1993, on recommendation of its Educational Policy and Programs Committee. Further information about the substance of the report may be obtained from Jeanne Suhr Ludwig, senior policy analyst of the Commission, at (916) 322-8001. Additional copies of the report may be requested from the Commission at 1303 J Street, Suite 500, Sacramento, California 95814-2938, telephone (916) 445-7933.

THE STATE OF THE STATE'S EDUCATIONAL ENTERPRISE

*An Overview of California's
Diverse Student Population*

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1303 J Street ♦ Suite 500 ♦ Sacramento, California 95814-2938





COMMISSION REPORT 93-24
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EXECUTIVE SUMMARY

CALIFORNIANS support a vast and complex educational enterprise beginning with pre-school programs through post-doctoral study. This report examines the diversity of California's students at various points as they move through this educational enterprise. The findings of the report lead to the following conclusions:

- ♦ California's population will continue to expand in size and diversity well into the next century.
- ♦ While all age groups of the population are expected to grow, the racial, ethnic, cultural, and language diversity of the State's young people will show the most dramatic change, contributing to the on-going instructional challenges to be met by the State's public schools.
- ♦ The participation of economically disadvantaged youngsters in pre-school programs such as Head Start appears to be an important component in improving their likelihood of fully participating and benefiting from their educational experiences.
- ♦ Approximately 10.4 percent of public school children are students with disabilities who are served through special education. This conservative estimate of students with disabilities does not include those who participate in the regular classroom without the assistance of one or another special education program.
- ♦ Substantial progress has been made over the last six years in increasing the retention of students in the State's public high schools, but significant variations among students from different racial/ethnic groups and for students in special education underscore the importance of continued and expanded efforts to improve and equalize retention rates and the likelihood of high school graduation for all students.
- ♦ Among young people who drop out of high school, the representation of Latino youth is substantially larger than their representation among all young people. While these Latino drop-outs are somewhat more likely than other drop-outs to find work, their long-term income and employment outlook is quite limited.
- ♦ The average educational level of California Youth Authority wards is eighth grade. More effectively involving all youth in their education through high school graduation could well have a dampening effect on crimes committed by youth and the State's costs associated with the incarceration of these juveniles.

- ♦ 1992 was the first year of an anticipated surge in the size of California's high school graduating class -- labeled "Tidal Wave II" by Clark Kerr (1993, p 2) - while the racial/ethnic diversity of the graduating classes continues to expand. The graduating class of 2000 is projected to be 43 percent larger than that of 1990.
- ♦ Over the last six years, substantial growth has occurred in the number of California public high school graduates who have completed a full university-preparatory curriculum. This growth has expanded the proportion of these students eligible for freshman admission to the California State University and the University of California.
- ♦ In 1981, approximately 57.5 percent of California's high school graduates enrolled in public postsecondary education. Ten years later -- in 1990 -- the proportion had dropped to 54.8 percent, due exclusively to declining enrollment in the California Community Colleges. Two years later still -- in 1992 -- participation dropped to 51.0 percent because of declining participation in all three public systems of higher education.
- ♦ Substantial progress has been made over the past six years in increasing the numbers of California Community College students transferring to the University of California. The California State University has maintained a continuing commitment to enroll large numbers of these students at the same time that freshman enrollments have declined sharply.
- ♦ Efforts are currently underway to improve information about the participation and performance of students with disabilities in postsecondary education. Preliminary data suggests these students are substantially underrepresented among postsecondary enrollments at all levels.
- ♦ During the 1980s, considerable progress was made in expanding the size and diversity of the student body in public postsecondary education. The representation of women and of all racial/ethnic subgroups except White students grew between 1986-87 and 1991-92. As a result, substantial increases occurred in the numbers of baccalaureate degrees awarded and in the diversity of the students receiving these degrees.
- ♦ Increased racial and ethnic diversity among baccalaureate graduates has also had a positive effect on the racial and ethnic diversity of graduate program enrollments.
- ♦ Women have substantially expanded their level of postsecondary education involvement, such that in 1992, they comprised a majority of all postsecondary students except at the doctoral and professional degree levels, where they are continuing to increase their proportional representation.

- Despite these improvements in the diversity of the State's postsecondary student body, students from groups that historically have been underrepresented in higher education continue to be underrepresented. As the State has entered a period of declining enrollments and budgetary austerity, fiscal support for outreach and student services programs that contributed to their increased participation during the 1980s must be maintained and expanded to ensure further progress in the diversification of the student body.
- The diversity of the faculty of California's public educational institutions reflects the diversity of its postgraduate participants. Greater efforts are needed to diversify participation at these levels, as well as recruit and retain qualified educators from underrepresented groups, so that the students of this State can have role models in education who are more similar to themselves.

Display 1 below and on page 4 provides an overview of the diversity of different segments of California's student and faculty population as of 1992. These statistics provide benchmarks for measuring progress toward, or regression from, the State's goals of making enrollments in its public schools representative of the diversity of the State's youth, and of making higher education enrollments representative of the diversity of the public high school graduating class.

Display 1 and this report in general contain some obvious omissions regarding student diversity that bear mentioning. Besides information on the participation of students in terms of their gender and racial/ethnic background, the Commission believes that a thorough study of student diversity should include data on the participation of students with disabilities and on students from low-income families. Unfortunately, the data currently available about these students are insufficient for a meaningful discussion. The Commission plans to continue to work on improving these data so that future reports of this nature can be more complete.

DISPLAY 1 Characteristics of Various Groups of California Students and Faculty

	Racial/Ethnic Background						Gender	People with
	<u>Asian</u>	<u>Black</u>	<u>Filipino</u>	<u>Latino</u>	<u>Native American and Other</u>	<u>White</u>	<u>Women</u>	<u>Disabilities</u>
1990 State Population	9.1%	7.1%	N/A	25.8%	0.8%	57.2%	50.0%	10.4%
1990 Population of School-Age Children, 5 to 17	10.4	8.1	N/A	34.4	1.4	45.7	48.5	N/A
1990 Population of Low-Income School-Age Children	9.2	10.5	N/A	61.1	4.1	15.1	49.2	N/A
1992-93 Public Elementary School Students	10.4	8.6	N/A	35.9	1.0	44.4	48.6	10.4
1992-93 Public High School Students	12.1	8.4	N/A	33.8	1.0	44.7	48.3	
1992 Public High School Graduating Class	14.3	7.2	N/A	27.1	0.9	50.6	50.9	N/A
1992 Graduates Completing "a-f" Curriculum	22.7	6.1	N/A	17.5	0.5	53.2	N/A	N/A
1992 SAT Test-Takers	23.4	7.3	N/A	18.3	1.1	49.8	52.7	3.3
1992 Public Advanced Placement Test-Takers	28.9	2.4	N/A	16.2	9.1	43.4	53.6	N/A

(continued)

DISPLAY 1, continued

	Racial/Ethnic Background						Gender	People with Disabilities
	Asian	Black	Filipino	Latino	Native American and Other	White	Women	N/A
1990 Freshman Eligibility Pool								
The California State University	18 7%	4 0%	N/A	11 7%	5 4%	60 2%	54 4%	
University of California -- Historical	22 6	2 9	N/A	8 4	6 6	59 5	54 1	
University of California -- Fully Eligible	27 5	3 1	N/A	7 4	5 7	56 3	55 4	
1992 Entering Freshmen Class								N/A
California Community Colleges	9 8	7 8	4 4	25 2	2 8	50 1	50 8	
The California State University	19 8	8 8	4 8	23 5	0 8	42 2	56 8	
University of California	33 6	4 1	4 0	13 4	0 9	44 0	52 0	
1992 Community College Enrollments	10 4	8 2	3 6	19 5	2 7	55 5	55 8	3 8%
1992 Community College Transfers								
The California State University	11 8	6 3	3 3	16 0	1 5	61 1	53 2	1 9
University of California	18 5	3 0	2 6	13 8	1 3	60 8	51 1	N/A
1992 Baccalaureate Program Enrollments								
The California State University	14 5	6 6	4 2	15 8	3 6	55 3	53 2	2 2
University of California	25 2	4 3	3 8	13 1	2 5	51 1	50 4	2 3
1992 Baccalaureate Degree Recipients								N/A
The California State University	11 4	4 0	2 5	10 1	3 0	69 0	55 9	
University of California	19 6	3 8	3 0	9 9	2 4	61 3	52 7	
1992 Post-Baccalaureate Enrollments,								
The California State University	7 6	5 1	1 5	13 2	3 0	69 6	65 8	N/A
1992 Master's Program Enrollments								N/A
The California State University	10 4	5 1	1 4	8 4	3 2	71 5	57 0	
University of California	12 9	4 6	1 7	8 2	2 0	70 7	49 9	
1992 Master's Degree Recipients								N/A
The California State University	8 1	4 5	0 8	7 2	2 8	76 5	59 3	
University of California	11 7	4 6	1 0	7 0	1 7	74 0	47 2	
1992 First Professional Programs, University of California								N/A
Enrollments	22 1	6 8	2 4	11 3	2 0	55 5	48 1	
Degree Recipients Health Professions	26 3	5 2	2 1	10 4	1 1	54 9	49 6	
Law	10 1	8 7	1 7	11 6	1 7	66 2	43 0	
1992 Doctoral Programs, University of California								N/A
Enrollments	11 8	3 2	0 9	7 0	1 9	75 3	38 6	
Degree Recipients	9 9	2 3	0 3	4 0	0 8	82 7	32 1	
Public School Instructional Faculty	3 6	5 5	0 7	8 3	0 7	81 2	70 8	N/A
California Community College Full-Time Faculty	4 8	5 8	0 4	7 6	1 0	80 4	41 9	N/A
California Community College Part-Time Faculty	4 3	3 9	0 5	6 2	0 8	84 3	46 7	N/A
California State University Full-Time Faculty	9 7	3 9	*	5 4	0 5	80 6	29 6	1 9
University of California Full-Time Faculty	13 1	2 3	*	4 1	0 3	80 3	26 7	>1 0

Note Percentages sum to 100 across each row of racial/ethnic background

* Filipino faculty are included with Asian faculty

Source California Postsecondary Education Commission

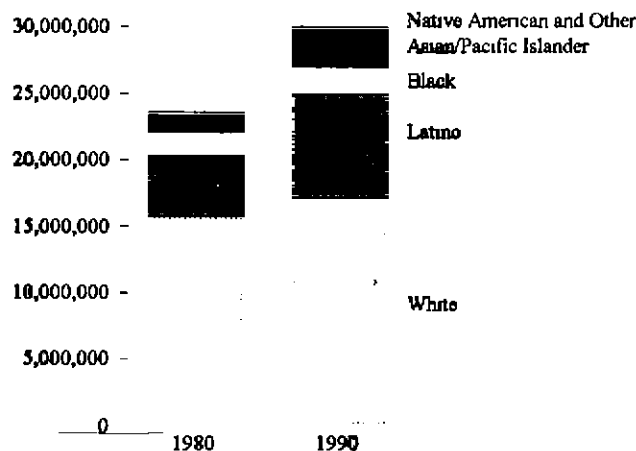
THE STATE OF THE STATE'S EDUCATIONAL ENTERPRISE

Much has been written about the changing face of California. Nowhere is this changing face more dramatically illustrated than in the State's educational system. This Commission report on California's students in its institutions of education from pre-school through graduate school highlights the significant differences in the characteristics of these groups of students at various levels of California's educational enterprise, illuminating the nature of the challenges to be met, the public policies to be addressed, and the need for concerted public response.

Growth and change in California's population

Contrary to projections in the previous decade, California's population continued to grow at a rapid clip during the 1980s -- increasing by nearly 6 million people or 26 percent. Fully half of that increase -- 3.1 million -- occurred among Latino residents, as Display 2 shows. The Asian population more than doubled -- growing by 118 percent -- while the Black population grew by 69 percent. Over the decade the State's Black population increased by 17 percent while the White population grew by only 7 percent.

DISPLAY 2 Racial/Ethnic Composition of California's Population, 1980 and 1990



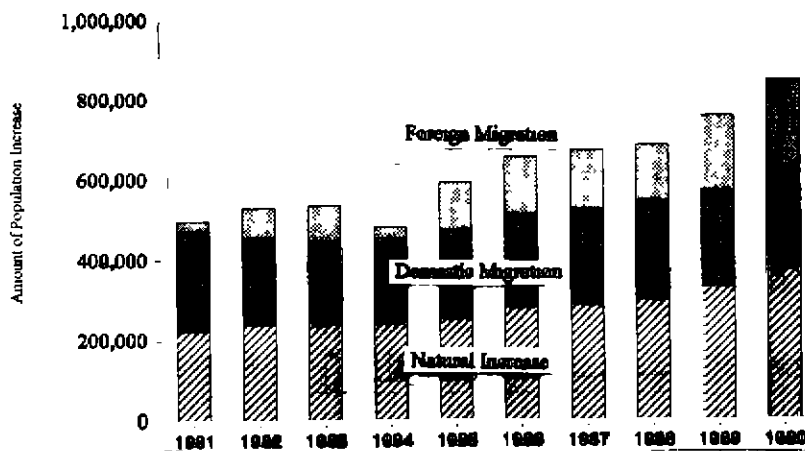
Source: U.S. Bureau of the Census. See Table 1 on page 63 of the appendix below for the numbers used to develop this display.

A considerable amount of these increases resulted from increased immigration. Between 1980 and 1990, 2.5 million foreign-born residents entered the State, compared to 1.78 million in the previous decade. In addition, migration from other states continued at a rate above that expected at the beginning of the decade, with 30 percent of total net migration coming from other states rather than foreign countries (Display 3, page 6). A third factor was an increasing fertility rate, due primarily to growth in the population of those racial/ethnic groups with fertility rates significantly above the total population average. Finally, an expanded number of years of active child-bearing also contributed to greater than expected growth, as did

greater longevity, which helped add an entire year to the median age of Californians -- up from 30 to 31 years old.

An estimated 10.4 percent of the State's adult population, 16 to 64 years old, were disabled in 1990. The gender and racial/ethnic composition of these resi-

DISPLAY 3 *Components of Change in the Size of California's Population, 1981 Through 1990*

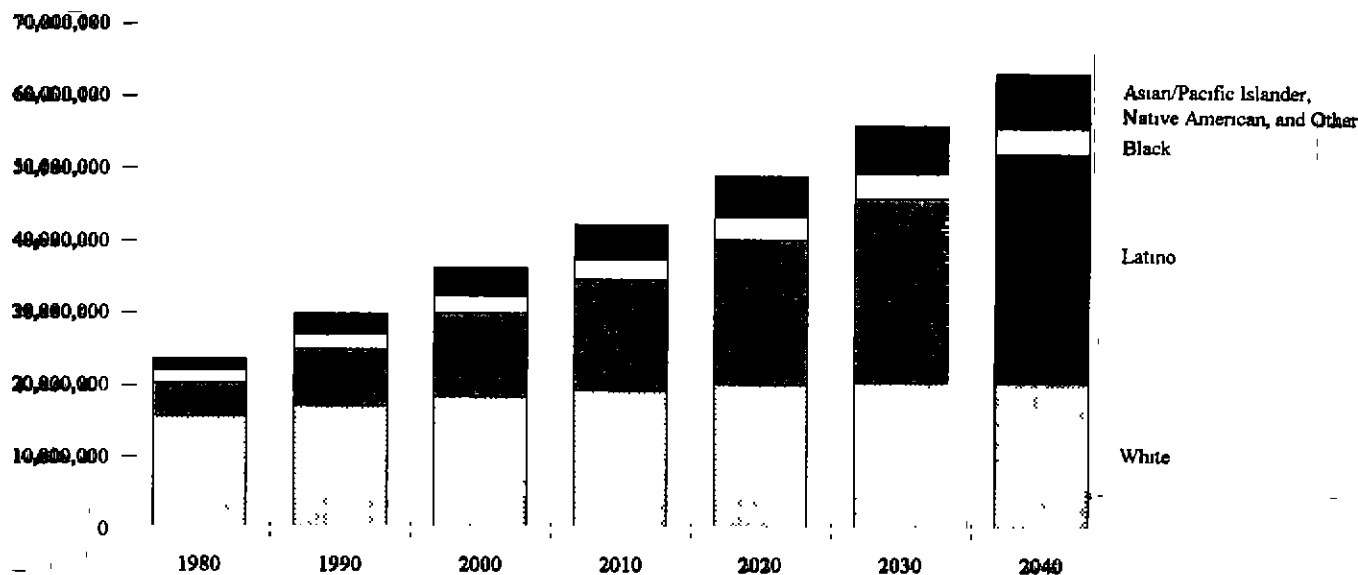


Source: California State Department of Finance, Demographic Research Unit, 1993, p. 4

dents are consistent with those of the general population. Thus, growth in the number of disabled residents appears to have kept pace with overall population growth.

Current population projections through the year 2040, as shown in Display 4, elucidate the cumulative impact of these trends on the demographic character of the State. Early in the next century, there will be no racial/ethnic group that constitutes a majority of the population in the State. By 2020, the size of the White and Latino populations will be roughly

DISPLAY 4 *Racial/Ethnic Composition of California's Population, Actual 1980 and 1990, and Projected 2000 to 2040*



Source: California State Department of Finance, Demographic Research Unit, 1993. See Table 1 on page 63 of the appendix below for the numbers used to develop this display.

equal, and shortly after 2040, the Latino population will likely become the majority of the State's population. By then, the median age of California's White population is projected to be 45 years old, compared to only 28 years old for the Latino population and 35 years old for the total population. A much larger proportion of Latino residents will be of school age than White residents. Yet, as current educational data unfortunately indicate, the State's educational enterprise has had limited success in meeting the needs of many Latino children, as well as children of other groups who have historically been underrepresented in California's higher education institutions.

Poverty among children

In 1989, approximately 18 percent of the State's children under age 18 were living below the federally defined poverty level* -- a minimum income level related to family size. Black children were the most likely to be living in poverty with 31 percent belonging to households with incomes below this threshold. Among Latino children, 27 percent were living in poverty. The proportion of Asian children living below the poverty level was also above average at 20 percent. Because of the racial classification in the Census data used, the proportion of White children living in poverty includes some children of Hispanic origin -- those whose racial group identity was White. Of these White children, approximately 13 percent are living in poverty.

The racial/ethnic composition of the population of children living in poverty is shown in Display 5. Latino children, who comprised 35 percent of all children 17

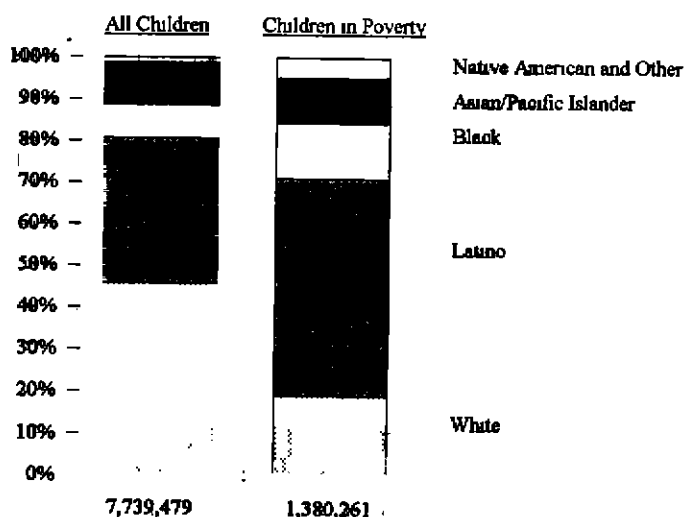
years old or younger, constituted 52 percent of those who were living in poverty. Similarly, while Black children were 8 percent of the children under 18 years old, they comprised 14 percent of children in poverty. The representation of Asian children among those living in poverty -- 11 percent -- was only slightly greater than their overall representation among children under age 18 -- 10 percent. The representation of White children among those living in poverty -- 19 percent -- was well below their representation among all children.

Living below poverty level has far-reaching implications for children's educational involvement and success. These students are more likely to be hungry, homeless, not be fully immunized, and lacking adult supervision after school hours. Moreover, these children are more likely to have inadequate health care and health insurance, few supplemental educational resources in their homes, such as

newspapers, magazines, and reference books, and few recreational and cultural extracurricular experiences that enrich and illuminate their actual school experiences. One and one-half million children in California received public assistance through Aid to Families with Dependent Children (AFDC) in 1991-92. An estimated 2.1 million children of the 7.7 million children under the age of 18 were without any health insurance.

* The income cutoffs used by the Census Bureau to determine the poverty status of families and unrelated individuals are arranged in a matrix consisting of family income and family size cross classified by presence and number of family members under 18 years old. For example, the average poverty threshold for a family of four persons was \$12,674 in 1989.

DISPLAY 5 Racial/Ethnic Composition of California's Population of Children Under 18 Years Old and of Children Living in Poverty, 1989



Source: Commission staff estimates from U.S. Bureau of the Census. See Table 2 on page 63 of the appendix below for the numbers used to develop this display.

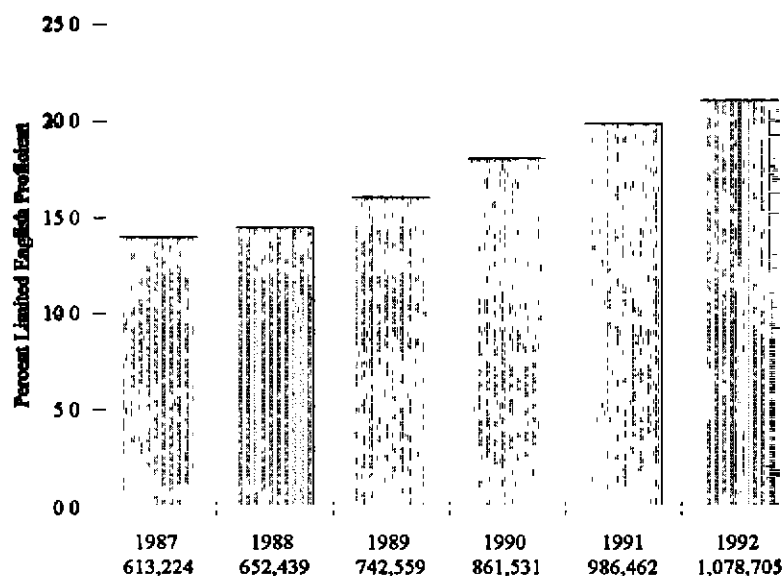
Language differences

According to the 1990 Census, 34 percent of California's elementary school-age children speak a language other than English at home, and 14 percent consider themselves linguistically isolated -- that is, without anyone in the household age 14 or older who speaks English well. Among secondary school-age children, 38 percent speak a language other than English, while only 8 percent indicate that they are linguistically isolated. In 1992, over one million public school students were identified as having limited English proficiency -- fully 21 percent of the schools' total enrollment. Over the past six years, this proportion has increased between 1 and 2 percentage points a year, as Display 6 shows. Among these students, Span-

ish is the primary language of the vast majority -- 76.8 percent, but 50 different primary languages are represented in the State's public schools. Of the ten largest language groups, eight are Asian languages, including Vietnamese, Hmong, Cantonese and Mandarin Chinese, Cambodian, and Filipino. The language group experiencing the greatest rate of increase over the last five years is Russian, with the number of Russian-speaking students with limited English proficiency soaring from 157 in 1988 to 4,410 in 1992.

Representation of students with limited English proficiency varies considerably across the State. While the statewide average is about one out of every five students, in nearly half of the State's counties, less than one in ten students is identified as limited English proficient (Display 7,

DISPLAY 6 *Percentage of California's Public School Students Identified as Limited English Proficient, 1987 to 1992*

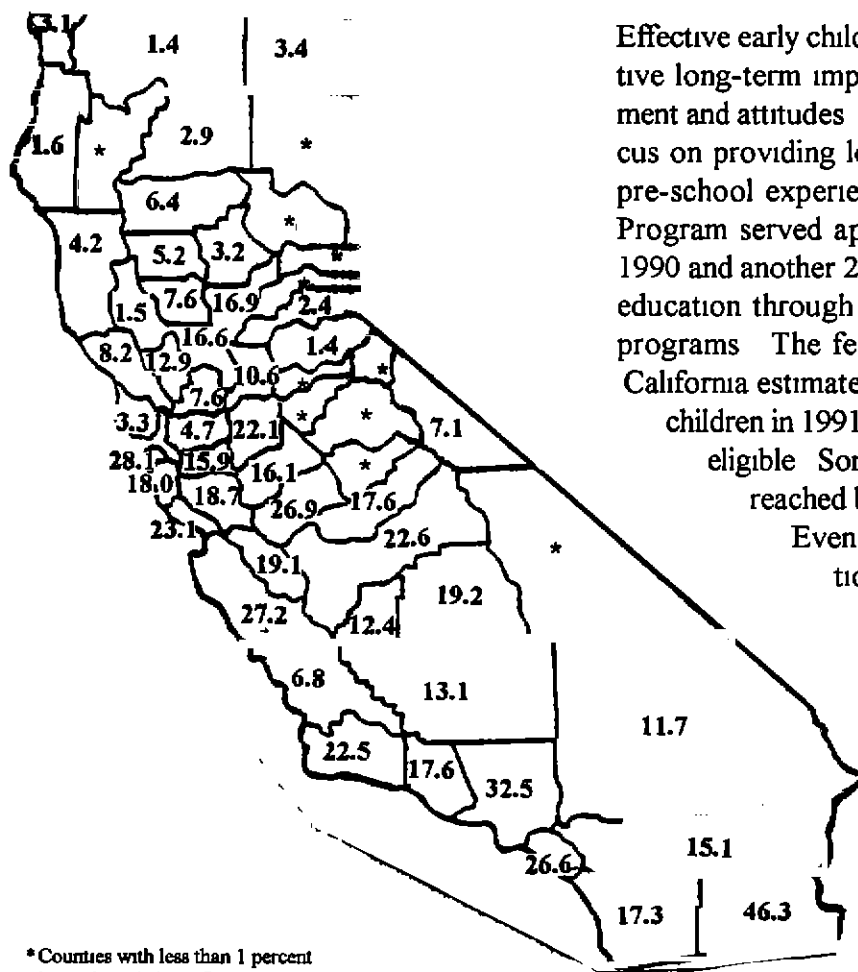


Source: California Department of Education, 1993. See Table 3 on page 63 below for the percentages depicted in this display.

opposite page). On the other hand, in Los Angeles County, nearly one out of every three students is so identified, as is nearly one of every two students in Imperial County. Even greater diversity exists within counties, where many schools have few students who are not proficient in English, while others have a heavy concentration of such students, often from diverse language groups.

This language diversity, and the cultural diversity it implies, contributes to the challenge of providing a meaningful and effective educational experience for all children in the State's public schools. To be meaningful, these experiences must recognize the multicultural dimensions of their students' lives and incorporate that diversity into the process of education. To be effective, these experiences must provide all students with the competencies needed to pursue the full range of post-secondary education, training, and employment opportunities available. The in-

DISPLAY 7 Percentage of California's Public School Students in Each County Identified as Limited English Proficient, 1992



* Counties with less than 1 percent limited-English-proficient students

Source: California Department of Education, 1993

structional challenge is formidable in a system where support per pupil remains relatively constant while the educational needs of its new students are substantially greater than those provided for historically

Early childhood education

Effective early childhood learning experiences have a positive long-term impact on children's educational achievement and attitudes. California has several programs that focus on providing low-income children with such positive pre-school experiences. The California State Preschool Program served approximately 20,400 young children in 1990 and another 27,950 children received some preschool education through other State-funded child development programs. The federally funded Head Start program in California estimated that it reached approximately 45,000 children in 1991 -- only an estimated 25 percent of those

eligible. Some overlap may exist among the children reached by these State programs and Head Start.

Even if there was no overlap in the populations of young children reached by these programs, these programs reach less than 7 percent of all three-, four-, and five-year-old children in California or, alternatively, only 30 percent of those children who are living below the poverty level. Thus, many of the State's young people are entering kindergarten already behind in their educational development because they have had limited exposure to experiences that increase their readiness to benefit from school.

Elementary and secondary school participation

The 1990 Census identified 5,363,005 children in California who were five to 17 years old, of whom 5,199,525 -- or 97 percent -- were enrolled in elementary or secondary school. In sheer numbers, these California students exceeded the total population in 34 of the nation's 50 states, and their heterogeneity almost defies description. Differences in language, culture, socioeconomic status, parental educational attainment, resident status, family structure, and other characteristics directly contribute to variations among these students in terms of their educational, social, and developmental needs and the State's success in meeting these needs.

Because of limited reporting requirements for private schools, little information is available about the 10 percent of students -- approximately 523,000 -- enrolled in private schools. Thus, the remainder of this section focuses on the 4.7 million students enrolled in the State's public schools.

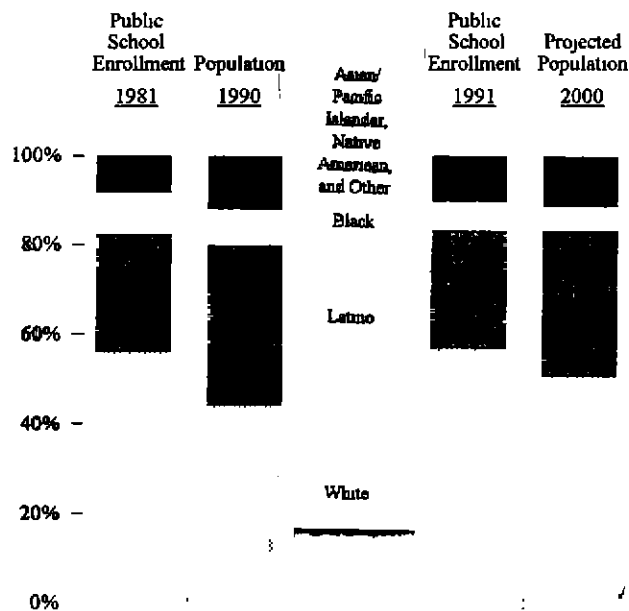
Gender. According to the 1990 Census, the proportion of boys in the school-age population (51.5 percent) exceeds that of girls (48.5 percent). This ratio is relatively stable across all school-age groups. However, data on public school enrollment show a steady increase in the representation of young women from first grade through twelfth, such that by high school graduation these figures are reversed. In 1992, for example, women comprised 50.9 percent of California's public high school graduating class, compared to men's 49.1 percent. Indeed, substantially higher school retention rates for women than men exist in California into the undergraduate years of college. Only at the graduate-school level do these rates finally reverse themselves.

Disabilities. In 1992-93, 10.4 percent of the public school enrollments were disabled students receiving educational services through special education -- an increase of 0.6 percent over the proportion of 9.8 percent in 1988-89. This proportion is a conservative estimate of the disabled student population because it does not include those students with disabilities who participate in the regular classroom without special education services. Most of the growth has been the result of increases in the identification of students with specific learning disabilities. Among these special education students, Black students and White students tend to be somewhat overrepresented, while Asian and -- to a lesser extent -- Latino students are somewhat underrepresented, compared to overall public school enrollments. Information about the gender of these students is unavailable.

Racial/ethnic background: The racial/ethnic composition of California's public schools foreshadowed changes in the composition of the State's total population, as Display 8 on the opposite page illustrates. Similarly, 1991 data on the racial/ethnic composition of public school enrollment are consistent with current projections of the State's population in 2000, suggesting that changes in the composition of the State's population may occur even more rapidly than anticipated by the State's current population projections.

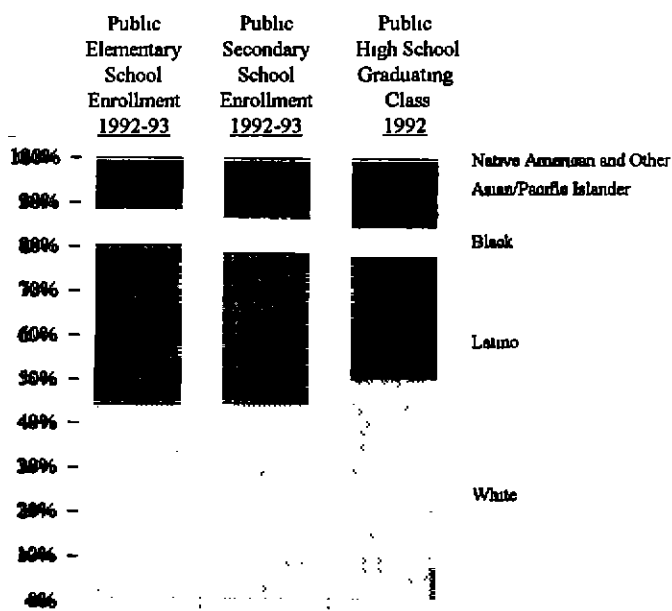
Substantial differences in the racial/ethnic composition of public school students at different grade levels as of 1992 are depicted in Display 9. The younger the student cohort, the more racially and ethnically diverse the student population. For example, the elementary school population is more racially and ethnically diverse than the secondary school population, and this latter population, as a whole, is more diverse than the population of public high school graduates. In each instance, the population characteristic of decreasing diversity with the age of the population is compounded by differential persistence rates among the different racial/ethnic groups of students, as the next section of this report shows.

DISPLAY 8 Racial/Ethnic Composition of California's Public School Enrollment, 1981 and 1991, and of the State's Population, 1990 and Projected 2000



Source California Department of Education and U.S. Bureau of the Census See Table 4 on page 64 below

DISPLAY 9 Racial/Ethnic Composition of California's Elementary and Secondary School Enrollments, 1992-93, and of the Public High School Graduating Class, 1992



Source California Department of Education, 1993 See Table 5 on page 64

Secondary school retention rates

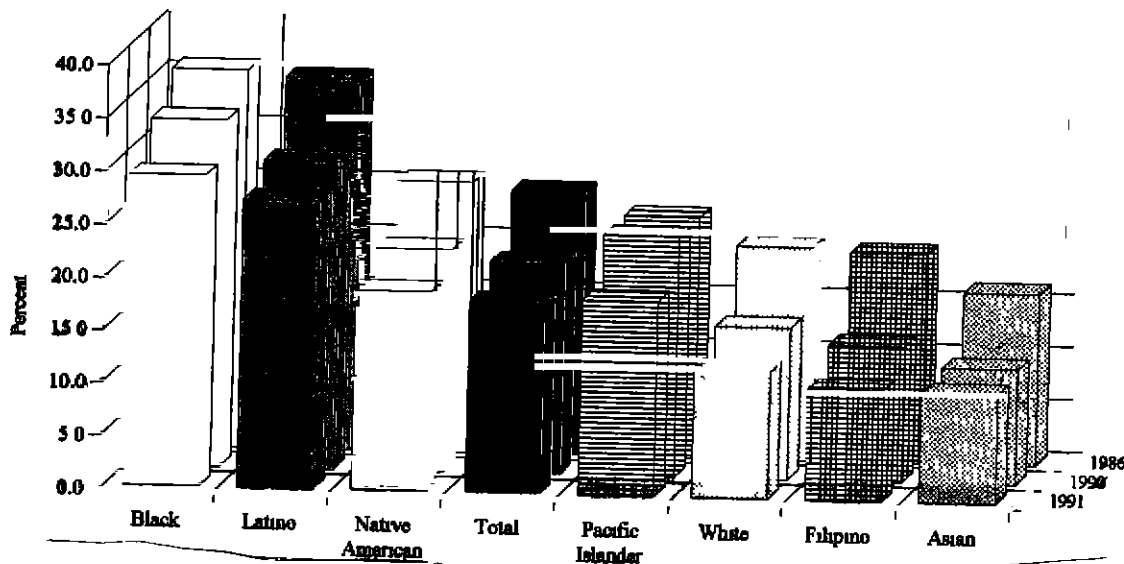
Declining achievement and increasing attrition in the nation's and the State's public schools generated a flurry of reform efforts in the 1980s. The 1983 landmark legislation in California -- Senate Bill 813 -- sought to raise standards and improve resources for the State's public schools. But, more importantly, it signaled the onset of one of the most sustained and comprehensive school reform efforts ever initiated in California. One major focus was, and continues to be, the improvement of retention rates among California's public school students. Considerable progress has been made on this goal, as is evident from the best measure available of school retention -- the Department of Education's "derived dropout rate."*

*Several different methods exist for calculating the proportion of students who persist to high school graduation. The most simplistic method is the calculation of attrition rates. This is a simple comparison between the size of an age group of students at one grade level to the size of this student population at a subsequent grade level or high school graduation. This method does not differentiate the impacts of in- and out-migration, the movement of students into and out of private and home schools, or the students who leave high school early with a diploma through acceleration or completion of the California High School Proficiency Examination (CHSPE). This method underestimates high school completion rates.

Another method prominent in the national reviews of high school dropouts is an estimate derived from the educational attainment data for specific age groups. For example, the high school completion rate among individuals 20 to 21 years old may be as much as 10 percentage points greater than the rate for those 18 to 19 years. This method takes into consideration all the means by which individuals achieve high school diplomas. It provides a more accurate

Display 10 below shows, under this measure the dropout rate decreased from 25.0 percent for the Class of 1986 to 18.2 percent for the Class of 1991 -- a 27 percent decrease

DISPLAY 10 Dropout Rates in California Public Schools by Racial/Ethnic Group, 1986, 1990, and 1991



Source: California Department of Education, 1992. See Table 6 on page 64 of the appendix below for the percentages depicted in this display.

While progress has been made in reducing the drop-out rates of students from all racial/ethnic groups, substantial variations in these rates continue. The drop-out rate for Black students in the Class of 1991 was 29 percent -- down from 36 percent in 1986 -- while the rate for Latino students was 27 percent -- down from 35 percent in 1986. The drop-out rate for Asian students in 1991 was 10 percent -- down from 16 percent in 1986 while the rate for White students was 12 percent -- down from 20 percent. Thus the differential among the drop-out rates for different racial/ethnic groups declined by only 0.3 of a percentage point.

While official "drop-out" data are not available for disabled students in special education, preliminary findings on educational attainment from the California Disability Survey conducted by the California Department of Rehabilitation provide some indication of trends. While the proportion of disabled persons completing at

assessment of educational attainment for the total population, but it does not provide useful information for assessing retention in the State's public schools.

In order to establish a consistent method for assessing retention in the State's public high schools, the State Department of Education developed a derived dropout rate. School districts count individuals as dropouts if they do not re-enroll in the district and no request for a transfer of their records is received within 45 days. By 1986, California's public school districts had implemented this methodology for computing dropout rates for their secondary schools. Table 7 on page 65 of the appendix below lists these rates by county for 1986, 1990, 1991, and 1992.

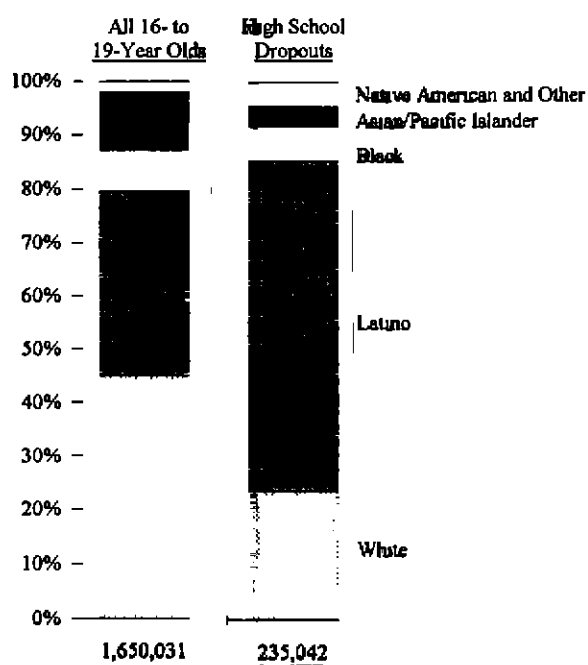
least eight years of education increased substantially over the last 10 years, the proportion who completed 12 years declined from 31.3 to 29.7 percent. On the other hand, the proportion who participated in college increased. A recent study of 2,500 California youth with disabilities found that about one-third of the students in special education do not complete high school. This study also documented a positive relationship between participation of these youth in vocationally oriented classes and their persistence in school and their likelihood of full-time employment following high school.

Recent efforts to improve student retention are vulnerable as fiscal constraints borne of the current economic downturn and systemic budgetary structural problems threaten support of California's entire educational enterprise. Not only must improvements already made be preserved, additional efforts are needed to improve and equalize retention and the likelihood of high school graduation for all students.

Activities of high school dropouts

Recently published 1990 census data provide insights into the activities of California's 16- to 19-year-old high school dropouts -- that is, those who had not completed high school in 1989 and who were not currently enrolled in school. (For this report, the Commission staff has adjusted those data to permit racial/ethnic group estimates, and while the data are not precise, they may be viewed as indicators of general differences among these groups.)

DISPLAY 11 *Racial/Ethnic Composition of California's 16- to 19-Year-Old Population and of Those Who Had Dropped Out of High School, 1990*



Source: Commission staff estimates from U.S. Bureau of the Census, 1990. See Table 8 on page 65 below.

Of the total California youth population of 1.65 million who were 16 to 19 years of age in 1990, approximately 14 percent -- or 235,000 -- had not completed high school and were not enrolled in school. Latino youth were substantially overrepresented in this group of nongraduates. While they comprised only 35 percent of the 16- to 19-year-old population -- about 570,000 -- they constituted 62 percent of these nongraduates, or 145,000, as Display 11 at the left illustrates. As a result, the representation of youth from every other racial/ethnic group was below the overall average of 14 percent. Approximately 12 percent of Black youth, 7 percent of White youth, and 5 percent of Asian youth in this age range were nongraduates.

Among these 235,000 high school dropouts, about 44 percent were employed. Another 41 percent indicated that they were not working or looking for work. The remaining 15 percent were unemployed. This pattern of employment and unemployment was far from uniform across different racial/ethnic groups.

- Fifty-nine percent of Asian high school dropouts did not consider themselves part of the labor force.

As a result, both their rate of employment and unemployment -- 29 and 12 percent, respectively -- were substantially below the average for all dropouts

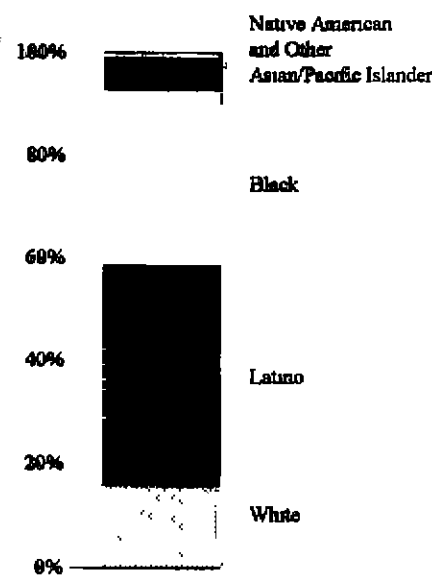
- ♦ Some 66 percent of Black high school dropouts did not consider themselves part of the labor force -- the largest proportion of any group Their employment rate was the lowest of any group -- 17 percent, but their unemployment rate -- also 17 percent -- was the highest of any group
- ♦ Only 38 percent of Latino dropouts indicated that they were not in the labor force Forty-seven percent were employed -- the highest percentage of any group, while 14 percent were unemployed
- ♦ White dropouts were the least likely to consider themselves outside the labor force only 37 percent indicated that they were not working nor looking for work Their employment rate was above average -- 45 percent -- while their unemployment rate of 16 percent was slightly above the average of 14 percent for all dropouts

In summary, nearly 6 percent of California's 16- to 19-year olds -- almost 100,000 young people -- have dropped out of high school and are neither working nor looking for work While specific information about the background of these young people is not readily available, a number of factors may account for their situation Due to the lack of affordable daycare, many of them are undoubtedly fulfilling family responsibilities for the care of younger siblings Limited job opportunities and the low status of available opportunities may have discouraged these young people from even seeking employment

In addition, an estimated 55,000 young women in California between the ages of 15 and 19 give birth to children each year, which may keep these young women out of the labor force and possibly dependent on public assistance -- in particular Aid to Families with Dependent Children (AFDC)

Moreover, California also has the highest youth incarceration rate of any state in the nation, placing 529 out of every 100,000 juveniles in its penal institutions that include the California Youth Authority and county juvenile halls and camps The average educational attainment of California Youth Authority wards is eighth grade, and these wards are overwhelmingly male -- 97 percent -- and disproportionately Black and Latino, as Display 12 at the right shows

DISPLAY 12 Racial/Ethnic Composition of California Youth Authority Wards, 1991



Source: California Department of the Youth Authority See Table 9 on page 66 below

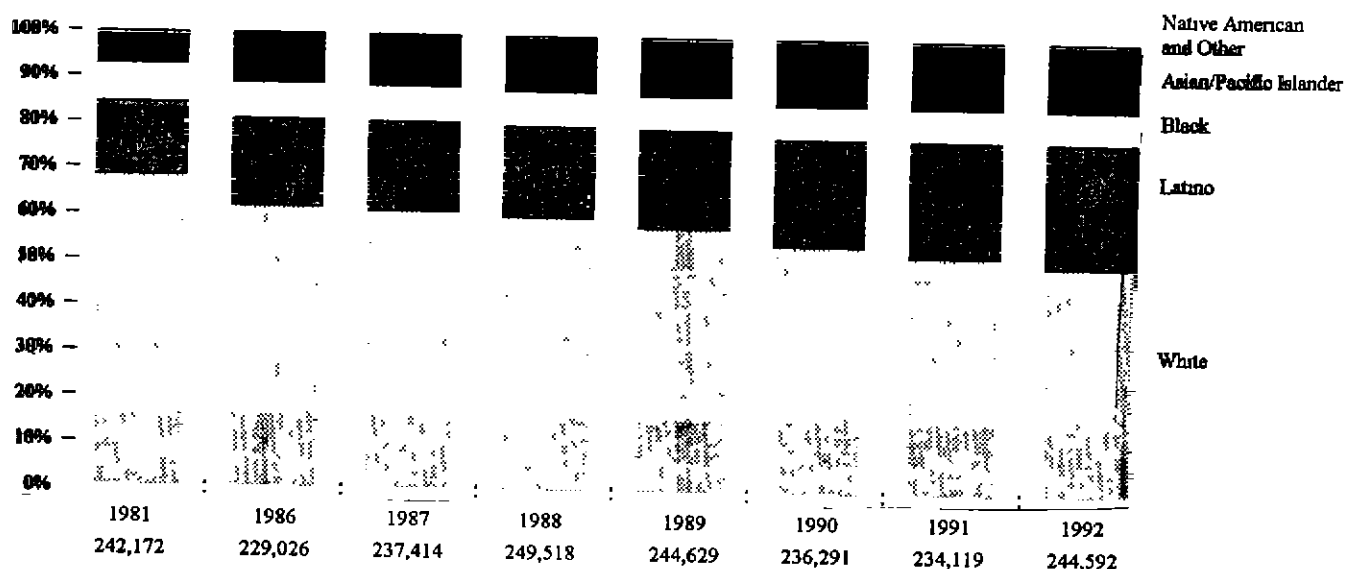
Academic achievement among high school students

Trends in the academic achievement of California's high school students can be measured in at least five ways (1) graduation from high school, (2) completion of university-preparatory curricula, (3) participation and achievement in college entrance examinations, (4) participation in Advanced Placement examinations, and (5) eligibility for freshman admission to the State's public universities

Graduation from high school

Variation in rates of student retention during elementary and secondary school have a cumulative impact on the composition of the State's public high school graduating class. Display 13 below shows the size and composition of California's public high school graduating classes in 1981 and from 1986 to 1992. While the

DISPLAY 13 *Racial/Ethnic Composition of California's Public High School Graduating Class, 1981 and 1986 Through 1992*



Source: California Department of Education, various years. See Table 10 on page 66 below

size of the graduating class has remained relatively constant over the past decade, its composition has become increasingly racially and ethnically diverse. This composition has served -- and continues to serve -- as a benchmark for examining the representativeness of the student populations participating in activities directly related to qualifying for admission to the State's public universities, including the following:

Completion of university-preparatory curricula

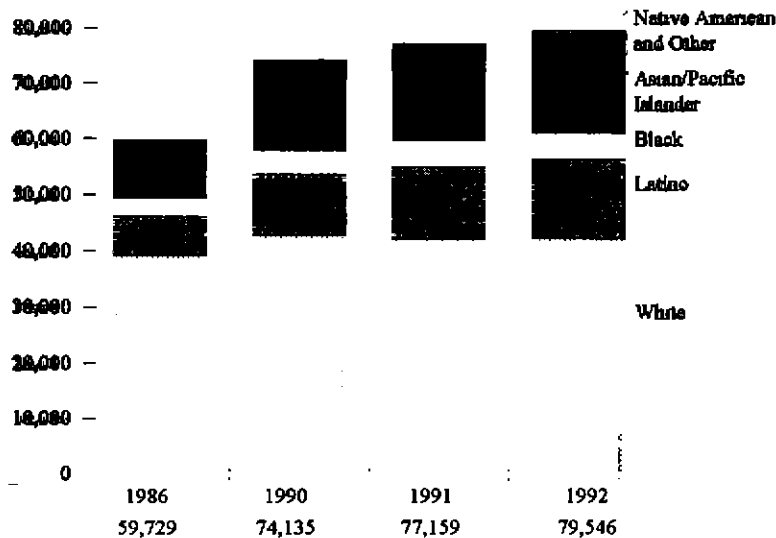
As part of California's public high school accountability requirements, the schools report the proportion of their graduates completing the full sequence of "a-p" courses required for freshman admission by the University of California -- and generally

comparable to the courses required by the California State University. Display 14 shows the racial/ethnic background of public high school graduates completing these courses during the last three years, as compared to 1986. High schools

reported increases in the proportions of graduates completing the full set of "a-f" courses from 26.1 percent in 1986 to 33.0 percent in 1991. While the annualized rate of change in participation between 1986 and 1990 was 1.3 percentage points, the statewide rate increased 1.7 percentage points between 1990 and 1991. However, in 1992, the total proportion of public high school graduates completing the entire set of "a-f" courses declined slightly to 32.5 percent. Data on "a-f" course completion are not reported for disabled students in special education.

Unfortunately, fairly dramatic disparities continue among course-completion rates of different racial/ethnic groups, as Display 15 shows. In 1992, over half of all Asian graduates were completing this college preparatory curriculum, as were over one-third of all White graduates. The participation of Black, Latino, and Native American graduates -- 27.3 percent, 21.1 percent and 20.4 percent, respectively -- remained below the statewide average of 32.5 percent. Black and Latino graduates had increased their rates of completion of the "a-f" curriculum substantially between 1986 and 1991, but their rates showed the greatest percentage-point decline between 1991 and 1992 -- 1.0 and 0.4 points, respectively.

DISPLAY 14 *Racial/Ethnic Background of California Public High School Graduates Completing "a-f" University Preparatory Curricula, 1986 and 1990 Through 1992*



Source: California Department of Education, various years. See Table 11 on page 66 below.

DISPLAY 15 *Percentage of Each Major Racial/Ethnic Group of Graduates Participating in "a-f" University Preparatory Curricula, 1986 and 1990 Through 1992*

	1986	1990	1991	1992
Native American and Other	16.5%	19.5%	19.9%	20.4%
Asian/Pacific Islander	41.8	48.1	51.5	51.7
Black	18.5	25.4	28.3	27.3
Latino	15.9	19.4	21.5	21.1
White	27.7	33.1	34.4	34.2
Total	26.1	31.3	33.0	32.5

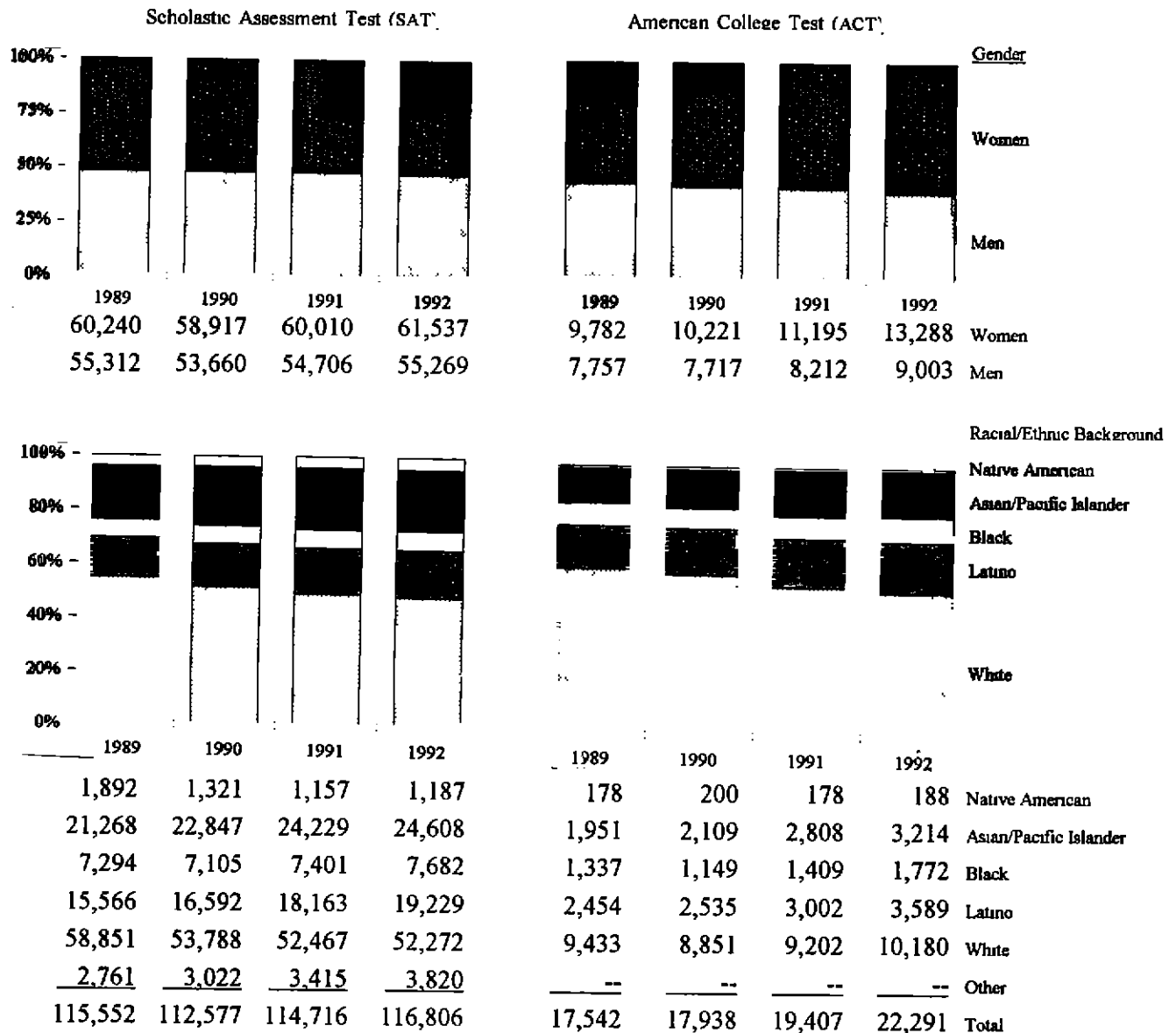
Source: California Department of Education, various years.

Participation in college entrance examinations

Participation in college entrance examinations -- the Scholastic Assessment Test (SAT) or the American College Test (ACT) -- provides an indicator of students' intentions to pursue a university education. California's public universities require some or all of their applicants for freshman admission to submit college entrance examination results. Over the 1980s, the number of students taking these

examinations increased, as Display 16 below shows, despite relative stability in the size of the high school graduating classes

DISPLAY 16 *Number and Percentage of Californians Participating in the Scholastic Assessment Test (SAT) and the American College Test (ACT), 1989 Through 1992, by Gender and Racial/Ethnic Background*



Source The College Board and the American College Testing Program.

More women than men took these tests, and their representation has continued to grow. By 1992, women comprised 52.7 percent of SAT-takers and men 47.3 percent. Among ACT-takers, women constituted 59.6 percent and men 40.4 percent. In terms of racial/ethnic background, the numbers of Black and Latino test-takers

also grew, but these groups and Native Americans remain underrepresented among test-takers, compared to their representation in the high school graduating class. The decline in numbers of Native American test-takers in 1991 and 1992 is of particular concern, given their increasing number and representation in the high school graduating class. The number of Asian test-takers has also grown, and their participation exceeds their representation among high school graduates. Overall, the representation of White test-takers has been declining consistent with their declining representation among high school students, but over the last four years, the number of White students taking the ACT increased by 7 percent while the number completing the SAT exam dropped by 11 percent.

In 1992, approximately 33 percent of students taking the SAT indicated that they had a "disabling" condition. That this reflects an increasing level of participation by disabled students can be surmised from the substantial increase in the numbers of students taking the SAT through Special (Handicapped) Testing conditions -- a 54 percent increase over the last five years and a 207 percent increase over the last 10 years.

Achievement in college entrance examinations

Turning from participation in the SAT and ACT to achievement on these tests, Display 17 shows that in terms of gender women continued to earn lower average scores than men on both examinations between 1988 and 1992. In terms of racial/

DISPLAY 17 *Achievement of Californians Participating in the Scholastic Assessment Test (SAT) and the American College Test (ACT), 1988 Through 1992, by Gender and Racial/Ethnic Background*

	Scholastic Assessment Test (SAT)										American College Test (ACT)				
	Verbal					Mathematical					Composite*				
<u>Gender</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1992</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1992</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1992</u>
Women	417	416	414	410	411	461	461	462	459	462	18.4	18.0	20.6	20.9	20.9
Men	430	429	424	421	422	508	510	509	507	509	20.1	19.4	21.5	21.8	21.5
<u>Racial/Ethnic Background</u>															
Native American	408	401	402	415	413	457	448	454	462	468	18.3	17.2	20.4	21.4	20.9
Asian/Pacific Islander	390	392	395	394	401	509	512	512	513	519	19.7	19.9	21.6	21.8	21.7
Black	362	363	363	359	358	392	397	396	392	392	14.1	14.2	17.5	17.6	17.7
Latino	378	378	375	370	366	426	428	424	422	418	16.2	15.2	18.4	18.8	18.6
White	453	455	453	450	451	501	504	505	504	508	20.3	20.2	22.1	22.5	22.5
Other	425	426	425	424	427	481	486	484	486	486	--	--	--	--	--
<u>Total</u>	<u>424</u>	<u>422</u>	<u>419</u>	<u>415</u>	<u>416</u>	<u>484</u>	<u>484</u>	<u>484</u>	<u>482</u>	<u>484</u>	<u>19.1</u>	<u>18.6</u>	<u>21.0</u>	<u>21.3</u>	<u>21.2</u>

*The American College Testing Program changed its composite score on the ACT significantly in 1990, making pre-1990 scores not comparable to later ones.

Source: The College Board and the American College Testing Program.

ethnic background, the average SAT scores of Asian, Black and Latino test-takers improved considerably during the 1980s, but in the early '90s, Black and Latino performance declined somewhat, while the test scores of Asian test-takers continued to improve. Finally, in terms of students with disabilities, the entrance examination scores of these students cannot be compared to those of other students because they are not reported separately by The College Board or the American College Testing Program.

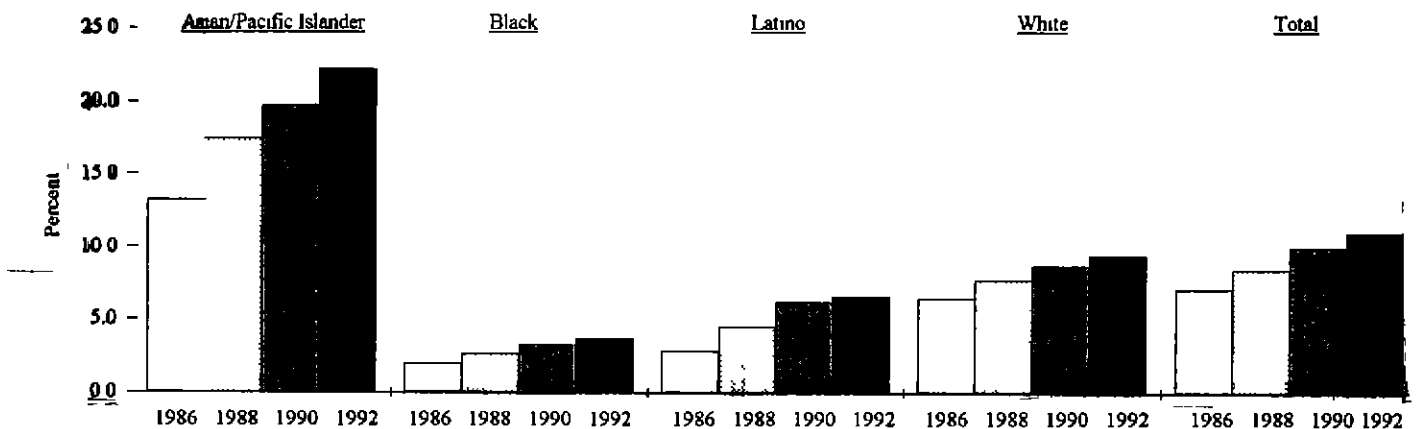
Participation in Advanced Placement examinations

Through participation in Advanced Placement (AP) examinations, high school students can earn college credits while still in high school. If students earn scores of 3 or better on AP examinations in high school, these students can reduce the amount of time it takes them to complete their baccalaureate degree. In addition, completion of AP examinations can earn students honor course grade points that enhance their overall grade-point averages and improve their competitive advantage in seeking admission to the State's universities.

The rates of participation in AP exams between 1986 and 1992 increased substantially -- nearly a percentage point per year among public school twelfth graders -- but the overall 1992 rate of 11.0 percent is quite small in comparison to the estimated 43 percent of California graduates who take college entrance examinations.

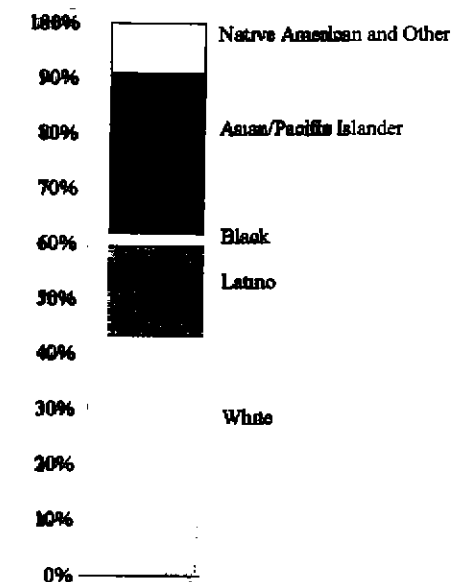
As is the case with college entrance examinations, the representation of women among AP exam takers is greater than that of men, and this representation has been growing. By 1992, women comprised 53.6 percent of the AP exam-takers, compared to men's 46.4 percent. In addition, large differences in the rates among twelfth graders from different racial/ethnic groups exist, as Display 18 shows. Asian twelfth graders are the most likely to take AP exams, with 22.2 percent taking them.

DISPLAY 18 *Percent of California Public High School Graduates Taking Advanced Placement Examinations as Twelfth Graders, by Racial/Ethnic Background, in 1986, 1988, 1990, and 1992*



Source: The College Board. See Table 12 on page 67 below.

*DISPLAY 19 Racial/Ethnic
Background of Twelfth Grade
Advanced Placement Test Takers
from California Public Schools, 1992*



Source: The College Board. See Table 13 on page 67 below.

in 1992. The proportion of White twelfth graders taking AP exams is 9.4 percent. While 1,300 more Latino twelfth graders took these exams in 1992 than in 1991, their proportional representation increased by less than 0.1 of a percentage point -- from 6.5 percent to 6.56 percent. Among Black public high school seniors, only 650 took AP exams in 1992 -- a mere 3.7 percent of all Black graduates that year. Display 19 at the left shows the racial/ethnic background of AP exam-takers who were public high school seniors in 1992.

*Eligibility of high school graduates
for freshman admission to the State's public universities*

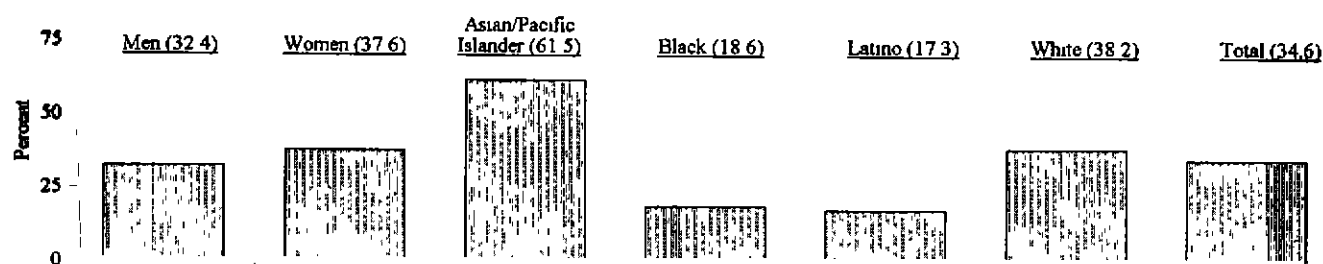
Both the California State University and the University of California have established admission requirements for freshmen that basically have three components -- (1) a required sequence of college-preparatory courses, (2) minimum grade-point average, and (3) completion of college entrance examinations. As noted earlier, different groups of students have substantially different levels of success in completing these requirements and, thus, potential for attaining eligibility for the State's public universities.*

The California State University's eligibility pool. Approximately 34.6 percent of California's public high school graduates qualified for regular freshman admission at the California State University in Fall 1990. Current State University freshman admission criteria appear to be consistent with the guidelines in the State's Master Plan for Higher Education that urge the State University to establish requirements such that the top one-third of the State's public high school graduating class qualify for admission.

The State University's 1990 eligibility rates differed widely among students from different groups, as Display 20 at the top of the opposite page shows. A larger proportion of women graduates -- 37.6 percent -- achieved eligibility for the State University than did men -- 32.4 percent. The eligibility rate for Asian public high school graduates -- 61.5 percent -- was significantly higher than the overall average of 34.6 percent, while those for Black and Latino graduates -- 18.6 percent and 17.3 percent, respectively -- were significantly below average. As a result, the racial/ethnic composition of the State University's eligible pool differed considerably from that of the public high school graduating class, as shown in Display 21 at the right.

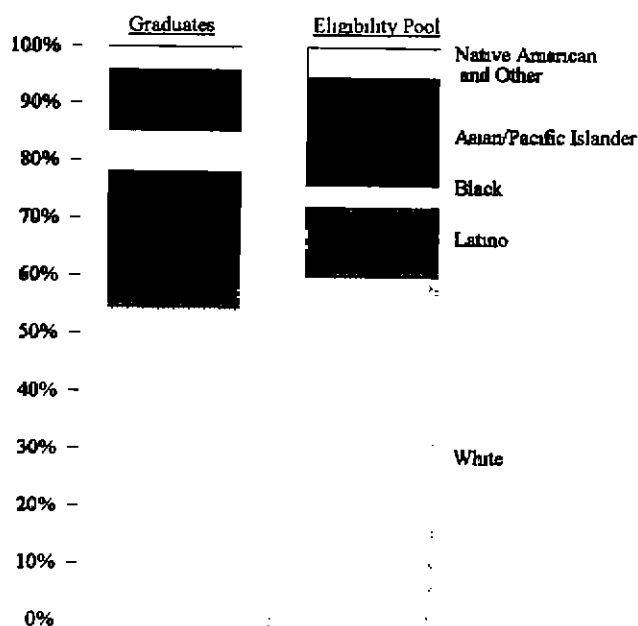
* Special-education students are not generally included in the pool of high school graduates from which the Commission draws its eligibility samples, and no mention of disability is included on students' transcripts. Thus, the Commission cannot calculate eligibility rates for students with disabilities.

DISPLAY 20 *Eligibility Rates of 1990 California Public High School Graduates for Freshman Admission to the California State University, by Gender and Racial/Ethnic Background*



Source: California Postsecondary Education Commission, 1992

DISPLAY 21 *Racial/Ethnic Background of California's 1990 Public High School Graduates and of Graduates Eligible for Freshman Admission to the California State University, Fall 1990*

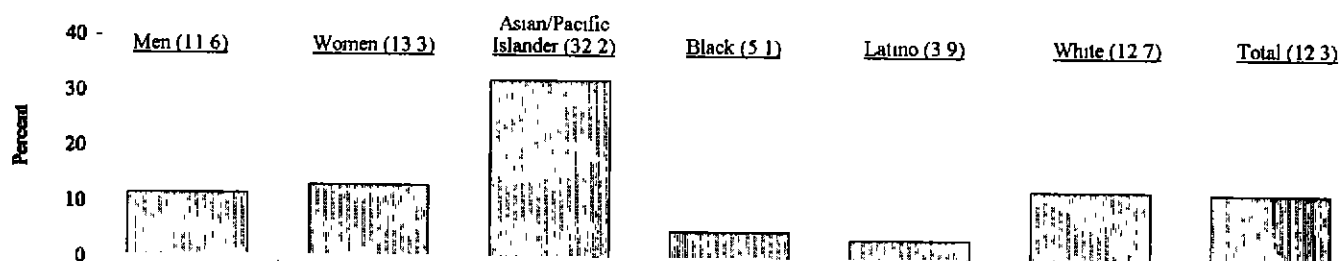


Source: California Postsecondary Education Commission, 1992
See Table 14 on page 67 below

The University of California's fully eligible pool The State's Master Plan urged the University of California to establish freshman admission requirements such that the top one-eighth of the public high school graduating class qualified for admission. Approximately 12.3 percent of the 1990 public high school graduating class were fully eligible for regular admission to the University.

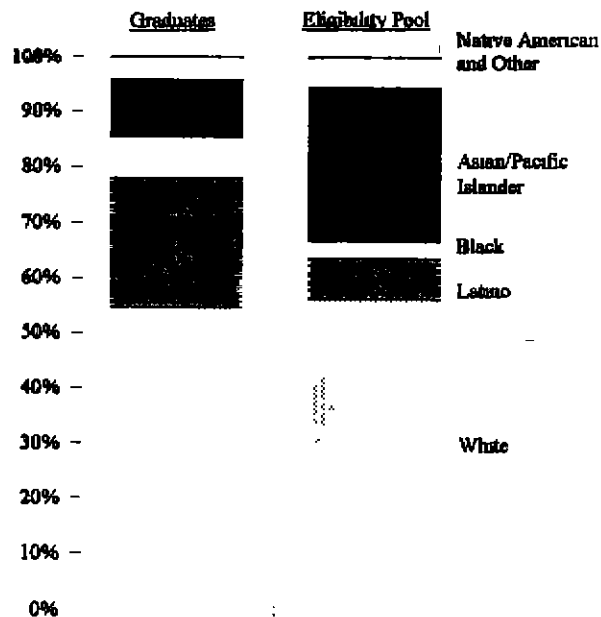
The patterns of University eligibility among different racial/ethnic groups of graduates are very similar to those found for the State University, as Display 22 below illustrates. While 13.3 percent of women graduating from the State's public high schools were fully eligible for freshman admission to the University in Fall 1990, only 11.6 percent of the men were fully eligible. The Asian eligibility rate of 32.2 percent was significantly above the overall average of 12.3 while that of White graduates -- 12.7 percent -- was slightly above average. Eligibility rates for Black

DISPLAY 22 *Eligibility Rates of 1990 California Public High School Graduates for Freshman Admission to the University of California, by Gender and Racial/Ethnic Background*



Source: California Postsecondary Education Commission, 1992

DISPLAY 23 Racial/Ethnic Background of California's 1990 Public High School Graduates and of Graduates Fully Eligible for Freshman Admission to the University of California, Fall 1990

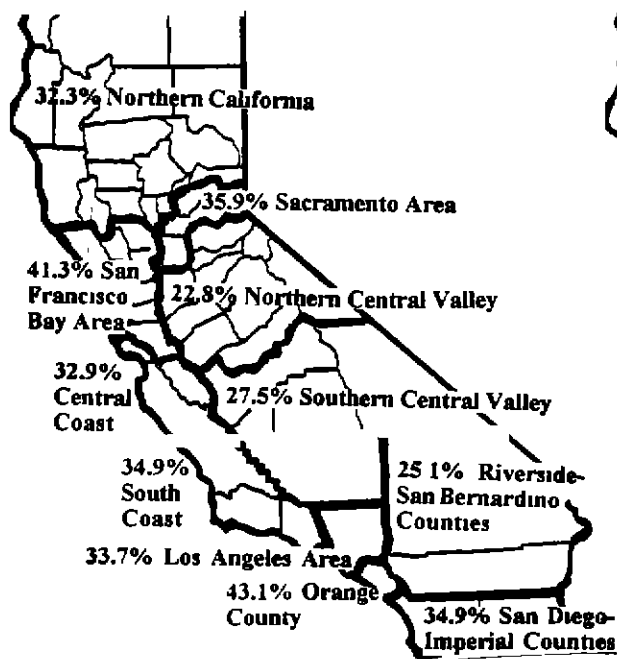


Source: California Postsecondary Education Commission, 1992
See Table 14 on page 67 below

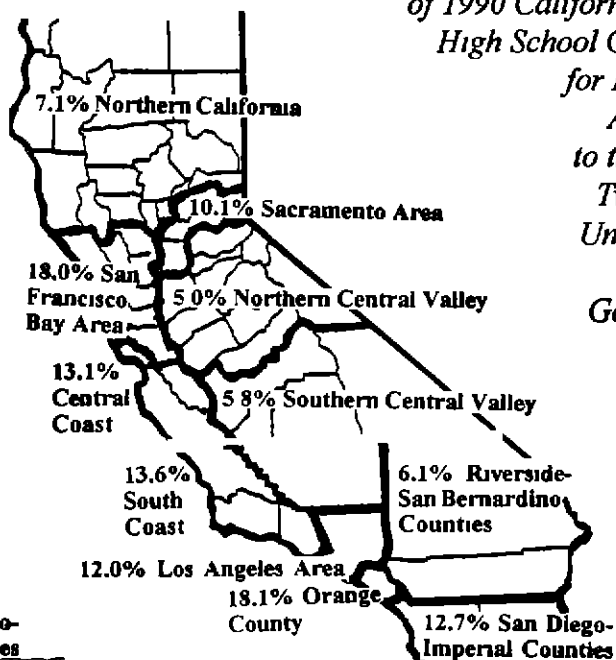
and Latino public high school graduates were significantly below average at 5.1 percent and 3.9 percent, respectively. As was the case for the State University, the racial/ethnic composition of the pool of public high school graduates fully eligible for freshman admission at the University was substantially different from the composition of the high school graduating class, as shown in Display 23.

Regional differences in eligibility Eligibility rates for the State University and the University differ not only between men and women and among different racial/ethnic groups but also among California's major geographic regions. Display 24 indicates that, in general, rural, sparsely populated regions, such as the Central Valley and its contiguous mountain counties and the San Bernardino and Riverside County region, have eligibility rates substantially below the statewide average -- while urban and suburban areas, such as the San Francisco Bay Area and Orange County, have rates substantially above average. At least in the case of eligibility for the University of California, a positive relationship appears to exist between the average family income of a region and the average eligibility rate for its graduates.

The California State University



University of California



DISPLAY 24 Eligibility Rates of 1990 California Public High School Graduates for Freshman Admission to the State's Two Public Universities, by Major Geographic Region

Source: California Postsecondary Education Commission, 1992

These findings highlight the critical importance of the State's community colleges in serving the postsecondary needs and interests of major portions of its population of young people, particularly those who are from groups historically under-represented in California's universities, such as Black students, Latino students, poor students, and students from rural areas

Activities of high school graduates who do not attend college

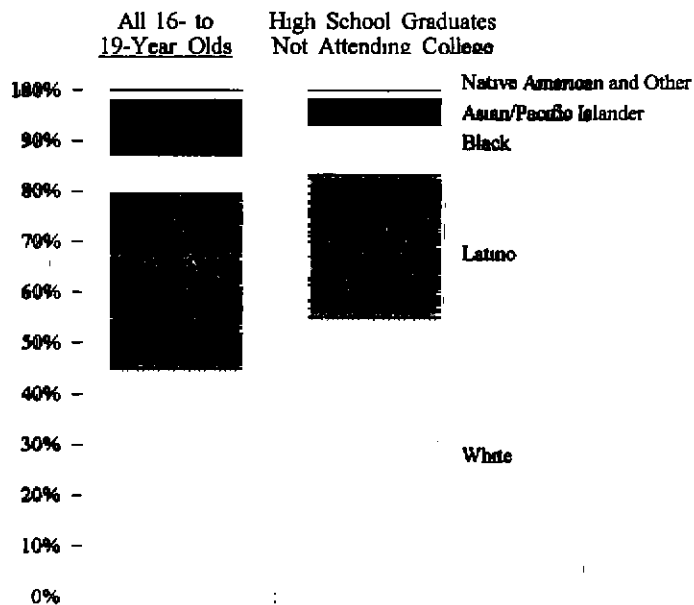
Before examining the postsecondary enrollment patterns of high school graduates who continue their formal education directly after high school, it is important to consider the activities of those graduates who chose not to continue their education immediately. According to the 1990 census, out of California's total 16- to 19-year-old population of 1.65 million young people, approximately 180,000 were high school graduates not enrolled in any educational institution in 1989. Larger than average proportions of Black and White youth -- 14 and 13 percent, respectively -- were likely to terminate their education after high school. On the other hand, lower than average proportions of Latino and Asian youth -- 9 and 5 percent, respectively, chose not to enroll in postsecondary education.

As a result, the racial/ethnic composition of the pool of non-enrolled high school graduates was very different from that of the overall youth population, as Display 25 shows. Although White young people comprise 45 percent of the total youth population, they constitute 55 percent of these terminal high school graduates.

Similarly, while Black young people make up 8 percent of all youth, they are 10 percent of these graduates. To offset this over-representation of Black and White youth among these graduates, Asian and Latino youth are underrepresented. While Asian youth constitute 11 percent of all 16- to 19-year old youth, they comprise only 5 percent of these non-enrolled high school graduates. Similarly, Latino youth were 35 percent of all youth but only 28 percent of these who graduated but did not continue their formal education.

Among these 180,000 high school graduates, approximately 71 percent, or 128,000, were employed. This includes 13 percent who were in the armed forces and 58 percent who were employed in the civilian sector. About 19 percent of these graduates were not working or looking for work, while the remaining 10 percent were unemployed. This pattern of employment activity varied considerably across racial/ethnic groups.

DISPLAY 25 *Racial/Ethnic Composition of California's 16- to 19-Year Old Population and of Those Who Had Graduated from High School but Were Not Enrolled in Postsecondary Education, 1990*



Source: Commission staff estimates from U. S. Bureau of the Census, 1990. See Table 15 on page 67 below.

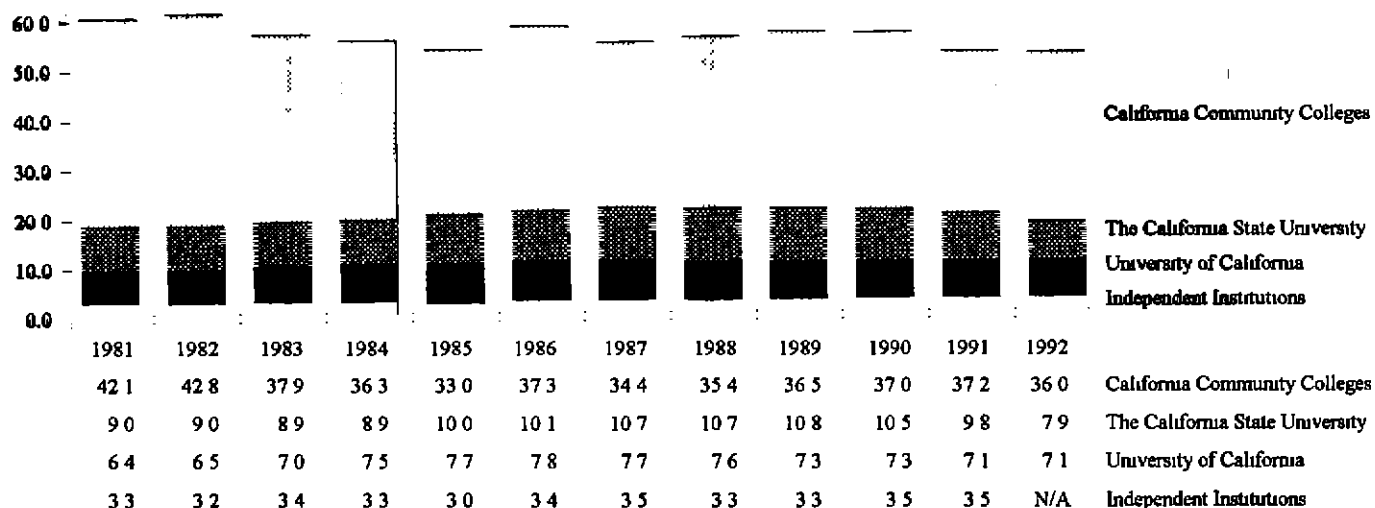
- ♦ Approximately 63 percent of young Asian non-enrolled graduates were employed, but only 6 percent enlisted in the military -- both rates considerably below average. A much larger than average proportion of these young Asian graduates did not consider themselves part of the labor force -- 29 percent. Their unemployment rate of 9 percent was slightly below average.
- ♦ While the overall employment rate of these young Black high school graduates was the lowest of any group -- 57 percent -- the proportion participating in the armed forces -- 25 percent -- was the largest of any racial/ethnic group of graduates. Concomitant with this lower-than-average employment rate were much larger-than-average proportions of these young Black graduates who did not consider themselves part of the labor force -- 29 percent -- or who were unemployed -- 14 percent.
- ♦ The employment rate among young non-enrolled Latino graduates was 66 percent, but only 5 percent enlisted in the military -- the lowest armed forces participation rate of any racial/ethnic group of graduates. Of these Latino graduates, 22 percent did not consider themselves part of the labor force while 12 percent were unemployed, both rates considerably above average.
- ♦ White non-enrolled high school graduates had the highest overall employment rate of any racial/ethnic group -- 77 percent, with 16 percent enlisting in the armed forces -- and the lowest unemployment rate -- 8 percent. Approximately 15 percent of young White non-enrolled high school graduates did not consider themselves part of the labor force.

**First-time
freshman
enrollments**

The majority of California's high school graduates continue their formal education through a broad range of postsecondary education and training programs. No comprehensive, integrated data base exists on participation in all postsecondary programs, but Display 26 on the opposite page presents available data on participation of first-time freshmen in California's public and independent colleges and universities over the last decade. As it shows, the majority of recent graduates enroll in one of California's public systems of higher education -- the California Community Colleges, the California State University, and the University of California. It also depicts steady growth during the 1980s in the participation rates of recent high school graduates as first-time freshmen at the California State University and the University of California. On the other hand, it indicates a substantial drop in participation at the California Community Colleges in the early 1980s, with that rate fluctuating around 35 percent until 1989, when it increased to 36.5 percent. The proportion of California high school graduates enrolling in independent colleges and universities has remained relatively stable at about 3.5 percent.

The freshman class of 1989 was the most diverse set of new students to enroll in the State's public colleges and universities. However, patterns and rates of freshman enrollment in these institutions appear to be changing in the 1990s. All three public systems have experienced declines in their participation rates during recent years, and the small increase in participation at California's independent colleges

DISPLAY 26 College-Going Rates of California High School Graduates, Fall 1981 Through Fall 1992



Note Not included here are college-going rates for California's private postsecondary and vocational institutions as well as the college-going rate of California high school graduates at out-of-State institutions. Regarding out-of-State enrollment, the National Center for Education Statistics has reported that in 1988 12,808 recent graduates of California high schools were enrolled in other states – which represents a 4.7 percent rate of attendance at institutions outside California.

Source California Postsecondary Education Commission

and universities has not been sufficient to offset the declines. The following paragraphs summarize the data available on freshmen enrollments in these systems as well as in California's private (for profit) postsecondary institutions and out-of-state institutions.

California Community Colleges

As their name implies, California's 107 community colleges seek to meet the diverse postsecondary educational needs of their communities, including lower division course work leading to a baccalaureate degree upon transfer to a baccalaureate-granting institution, associate in arts degree programs, vocational and technical certificate programs, as well as developmental and adult education, self-supporting community service and avocational courses. Students at these institutions are likely to use the colleges to attain specific personal educational objectives, as well as follow a prescribed formal program of study that usually accompanies the pursuit of a college degree. This variability among students' educational objectives, as well as a wide range of institutional missions, makes it difficult, and perhaps even inappropriate, to analyze student participation in the same way as is done for colleges and universities that focus exclusively on baccalaureate degree attainment. Nonetheless, for the sake of enrollment planning and gaining greater understanding of the ways in which the State's young people utilize its public postsecondary resources, community college participation is a critical component

In the early 1980s, the proportion of California high school graduates enrolling as first-time freshmen at the community colleges exceeded 40 percent, but this participation rate dropped to 38 percent in 1983 and reached a nadir in 1985 at 33 percent, as Display 26 indicates. It was during this period that numerous avocational courses were reclassified as non-credit and self-supporting, and that the Legislature and Governor established the first-ever statewide community college fee. In 1987, the participation rate was 34.4 percent and, for the next five years, it grew steadily -- peaking at 37.2 percent in 1991, before declining to 36.0 percent in 1992. Because of the shrinking size of the high school graduating class over those years, the actual number of first-time freshmen progressively declined until 1992, when it grew by nearly 1,000 because of the increase in the number of high school graduates that year.*

Gender: The representation of men and women in the freshman class at community colleges -- 49.2 and 50.8 percent, respectively, as of Fall 1992 -- is more nearly equal than in either other public system and is nearly identical to their representation in the public high school graduating class.

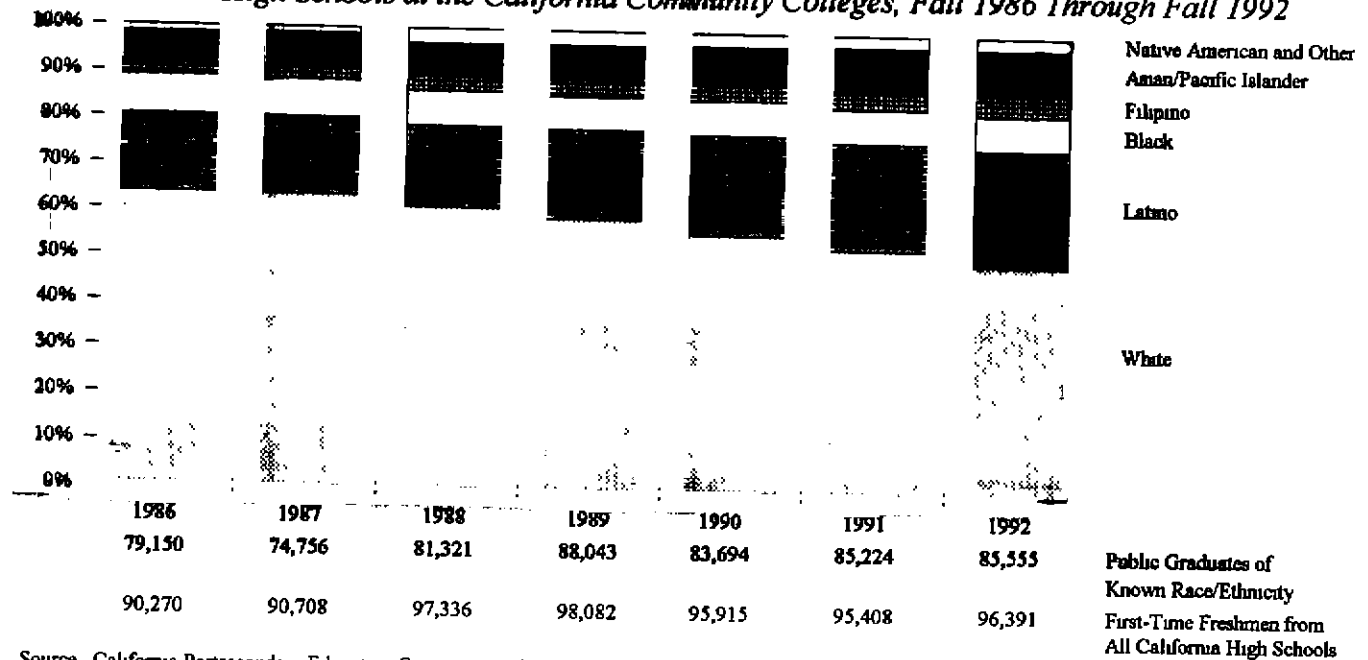
Disabilities: Recent community college reports on services to students with disabilities have not included information on first-time freshmen. However, information on all community college students who were served by disabled student services is summarized on page 36 below.

Racial/ethnic background. The similarity between first-time freshmen and public school graduates in terms of gender also extends to racial/ethnic background, with changes in the racial/ethnic diversity of community college freshmen closely mirror these changes in their source population of public high school graduates. Most similar in 1992 were the representation of Black students -- 7.8 percent of the freshmen, compared to 7.2 percent of high school graduates -- and of White students -- 50.1 percent of freshmen, compared to 50.6 percent of graduates. Asian students were somewhat underrepresented among freshmen -- comprising about 9.8 percent, compared to 14.3 percent of graduates -- while Filipino students were somewhat overrepresented -- 4.4 percent of freshmen, compared to 2.9 percent of graduates. On the other hand, Latino representation among first-time freshmen (25.2 percent) remained somewhat below their representation among public high school graduates (27.1 percent). Display 27 on the opposite page shows the racial/ethnic background of community college freshmen since 1986.

Family income. As the lowest-cost collegiate institutions in the State, community colleges provide enrollment opportunities for many students who could not otherwise afford to attend college. The median annual family income during 1991 for

* The California Community Colleges have been implementing a new management information system in recent years. As a result, data available from the colleges contain inconsistencies and inaccuracies and are incomplete. The data reported here on community college first-time freshmen have been modified by Commission staff to improve their historical comparability. These data are not precise, however, and should be viewed only as indicators of trends.

DISPLAY 27 *Racial/Ethnic Composition of the First-Time Freshman Class from California Public High Schools at the California Community Colleges, Fall 1986 Through Fall 1992*



Source: California Postsecondary Education Commission. See Table 16 on page 68 below.

all students attending the community colleges was in the \$12,000 to \$23,999 range, well below the statewide median annual family income in the \$24,000 to \$35,999 range for all California postsecondary students, according to the 1992 Student Expense and Resources Survey (SEARS) conducted by the California Student Aid Commission.

The California State University

The California State University -- the State's primary baccalaureate and teacher training system -- also provides initial collegiate opportunities to a large and diverse pool of first-time freshmen. Between 1981 and 1989, it expanded the proportion of recent California high school graduates it enrolled from 9.0 to 10.8 percent. In the 1990s, however, it experienced decreases in its first-time freshmen participation rate, with the largest decline occurring between Fall 1991 and Fall 1992 -- a drop from 9.8 percent to 7.9 percent.

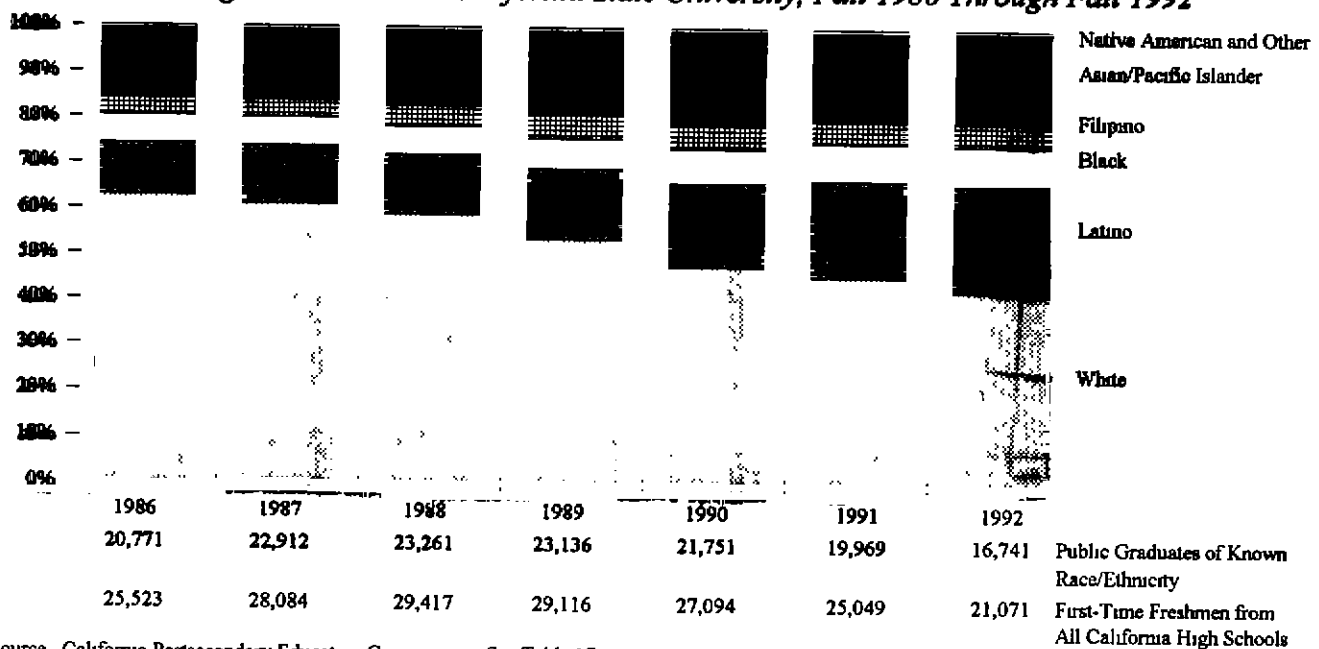
Gender The representation of women in the State University's freshman class has been growing, reaching 56.8 percent in Fall 1992, compared to 43.2 percent men. Differences in the representation of women across racial/ethnic groups are substantial, however. While Asian women constituted 54 percent of Asian first-time freshmen, Black women constituted 68 percent of Black freshmen.

Disabilities The most recent data on disabled students at the California State University were gathered in Fall 1990. Information on the extent to which enroll-

ment declines in Fall 1992 affected the participation of disabled students is not yet available. Because those data did not identify first-time freshmen separately but instead described all new undergraduates and total enrollments, the discussion of disabled students in the State University is summarized on page 36 below.

Racial/ethnic background Despite its overall declines in freshman enrollment in recent years, the State University has been able to expand the representation of Black and Latino students among its freshmen (Display 28). Thus, its Fall 1992 entering freshman class was the most racially and ethnically diverse freshman class in postsecondary education.

DISPLAY 28 *Racial/Ethnic Composition of the First-Time Freshman Class from California Public High Schools at the California State University, Fall 1986 Through Fall 1992*



Source: California Postsecondary Education Commission. See Table 17 on page 68 below.

Family income While State University students tend to have a higher median annual family income level than community college students -- with their median annual income in the \$24,000 to \$35,999 range, they have the lowest family income level among students attending baccalaureate-level institutions in California. The State University's recent shift in fee policy that would base student fees on 33 percent of the cost of instruction -- thereby substantially increasing these fees -- may have an adverse effect on these low- and middle-income students unless sufficient financial aid is provided to compensate for these increases.

University of California

The University of California -- the State's primary research, doctoral and professional degree granting system -- provides enrollment opportunities for approximately 7 percent of California's recent high school graduates. Participation rates

grew from 6.4 percent in 1981 to 7.8 in 1986 and then declined to 7.1 percent in 1991 and 1992.

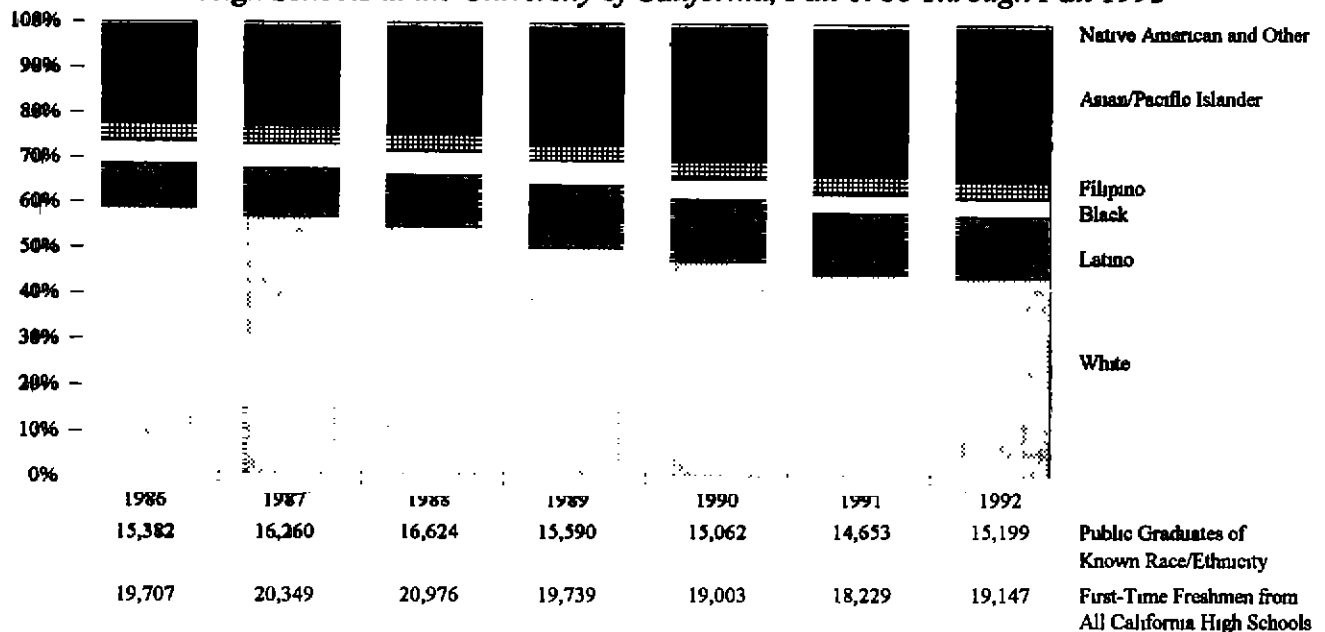
Gender. Over the last ten years, approximately 52 percent of the University's first-time freshmen have been women, while about 48 percent have been men. Racial/ethnic differences in women's representation have been similar to those among State University freshmen. In Fall 1992, for example, Asian women constituted less than half of Asian first-time freshmen -- 49.3 percent -- while Black women comprised 67 percent of the University's black freshmen.

Disabilities. As with the other two public systems, data on disabled first-time freshmen at the University of California are not currently available. Thus, information about new undergraduates with disabilities is presented in the section beginning on pp. 36-37 below.

Racial/ethnic background. While the University has been able to continue to enroll the same proportion of high school graduates in the last three years despite declining State funding, its proportion of Black and Latino first-time freshmen has dropped, as Display 29 below shows. This decline adversely affects the system's efforts to enroll a student population more nearly comparable to the diversity of the State's population. This declining representation of Black and Latino freshmen, as well as that of White freshmen, has been offset by the steady increase in the representation of Asian students among the University's freshman class.

Family income. The median annual family income of University students was the

DISPLAY 29 *Racial/Ethnic Composition of the First-Time Freshman Class from California Public High Schools at the University of California, Fall 1986 Through Fall 1992*



Source: California Postsecondary Education Commission. See Table 18 on page 68 below.

highest among all postsecondary systems in California -- in the \$48,000 to \$59,999 range. These more abundant family resources may help explain why the University has been able to continue to enroll the same proportion of high school graduates in spite of rapidly escalating student charges. On the other hand, these rising fees along with the general decline in the State's economy may, to some extent, explain the declines in participation among Black students, who tend to come from families with comparatively low incomes and thus may be less able to afford to enroll than other students. The University has reported an increase in the last two years of low-income first-time freshmen from all groups except Black students, suggesting that, in general, its institutional financial aid program is effective.

California's Independent Colleges and Universities

California has a sizable community of independent colleges and universities that provide another postsecondary education alternative for recent California high school graduates. During the 1980s, these institutions experienced some declines in high school graduates' participation as the purchasing power of Cal Grants declined and as the cost of attending these institutions grew at substantially greater rates than did that of attending public institutions. In the years since 1990, as student fees in public institutions increased dramatically and first-time freshman participation declined, participation at the State's independent colleges and universities recovered somewhat (Display 26, page 25).

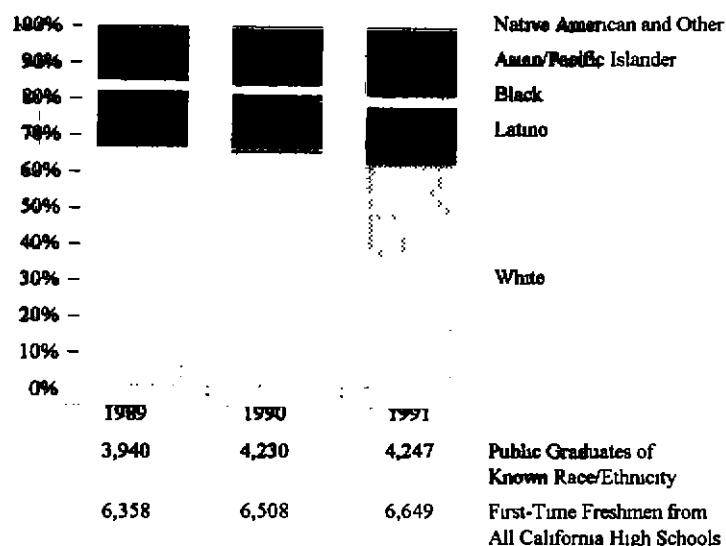
In order to present historical data on first-time freshmen at these institutions, the Commission selected for analysis 31 of them whose mission, scope of curriculum, and student bodies were roughly equivalent to those of California's two public universities. Between Fall 1989 and Fall 1991, first-time freshmen enrollments at these 31 institutions increased 6.0 percent -- from 5,874 to 6,226. While Fall 1992 first-time freshman data for these institutions are still incomplete, most of the institutions that have reported Fall 1992 data show a continued increase in the size of their freshman class.

Gender: At these 31 independent institutions, which include three women's colleges, women constitute a majority of first-time freshmen -- about 57 percent of the total. Even excluding these three institutions, women's representation was 55 percent.

Disabilities: Currently, systematic information is not gathered about students with disabilities at independent colleges and universities in California.

Racial/ethnic background: Display 30 on the opposite page shows that the racial/ethnic composition of the entering freshman class at these 31 institutions has become increasingly diverse. While the proportion of White freshmen -- 62.7 percent -- remains somewhat higher than that at the public universities, the representation of freshmen from all other racial/ethnic groups has increased. In Fall 1991, the representation of Black, Latino, and Native American freshmen among all first-time freshmen -- respectively, 4.1, 15.0, and 0.9 percent -- was roughly compa-

DISPLAY 30 Racial/Ethnic Composition of the First-Time Freshman Classes from California Public High Schools at 31 Independent California Colleges and Universities, Fall 1989 Through Fall 1991



Source: California Postsecondary Education Commission.
See Table 19 on page 68 below

able to their representation among University of California freshmen, while the representation of Asian freshmen (17.3 percent), in spite of substantial increases over the last three years, was smaller than at either public system.

Family income. Through their expenditure of considerable resources on student financial aid, independent institutions are able to attract a larger number of low-income students than would be expected, given their high levels of student charges. On the average, students at California's independent colleges and universities come from families with a median annual family income -- in the \$36,000 to \$47,999 range -- somewhat lower than that of families of University students and somewhat higher than that of State University students' families. The diversity among independent institutions in terms of their mission, size, and selectivity undoubtedly affects the type of students they serve.

Private postsecondary and vocational education institutions

The private sector of postsecondary education plays a significant role in educating California's citizens. Into the next millennium, employment in business-related careers such as secretarial and computer programming services, and in the health industry, will continue to dominate the State's job growth, and the federal Department of Labor projects that one-third of all new workers will need some education beyond high school but less than a baccalaureate degree.

With approximately 2,500 private postsecondary and vocational education institutions, California has one of the largest private postsecondary sectors in the United States. Although enrollment data on first-time freshmen attending these institutions is unavailable, the Council on Private Postsecondary and Vocational Education reports that in 1992 some 118,700 students were enrolled in vocational schools beyond the high school level, and 34,500 were enrolled in private degree-granting institutions.

Out-of-state colleges and universities

A small but fairly steady proportion of California high school graduates choose to enroll at colleges and universities outside of California. The most recent estimate available from the National Center for Education Statistics is that approximately 5

percent of recent high school graduates leave California for postsecondary institutions in other states. Recent data from the College Board showed that enrollments of California students at historically Black institutions -- most located in the southeastern states -- increased from 1988 to 1990 by 31 percent -- from 1,078 to 1,412. While these data were not limited to freshmen, this trend in out-of-state enrollment has particular significance because the majority of these students are Black, and Black participation in some of California's public institutions has been declining.

Recent publicity has suggested that the proportion of students leaving California for colleges and universities in nearby states has increased substantially as California's public institutions have suffered funding cutbacks and student fee increases. In a survey of four neighboring states, the University of California documented an increase of only 196 students, or 8.6 percent, enrolling in those states between Fall 1990 and Fall 1992. While the number of California students enrolling at colleges and universities outside of California has increased somewhat in recent years, the size of this outmigration is relatively small compared to the number enrolling in California. The existing estimate of the increase in students going out-of-state in Fall 1992 is much too small to account for much of the decline in enrollments in public postsecondary institutions in California that year. Given California's current economic depression and record unemployment, the likelihood that substantially more families could afford the additional expenses involved in sending their children to an out-of-state institution seems improbable.

Transfers from California's community colleges

An underlying principle of public postsecondary education policy in California has been the State's responsibility to provide opportunities for all interested and able Californians to continue their education beyond high school. For most high school graduates who go to college, the point of entry is a community college. Thus, a primary function of California's community colleges is to provide a healthy and rigorous lower-division curricula so that these students can transfer to one of the State's baccalaureate-level institutions for completion of their undergraduate education. During the 1980s, all systems sought to strengthen this transfer function, and substantial progress has been made in expanding the number of community college students transferring, particularly to the University of California, as the total numbers in Displays 30 and 31 on the opposite page indicate.

Transfers to the California State University

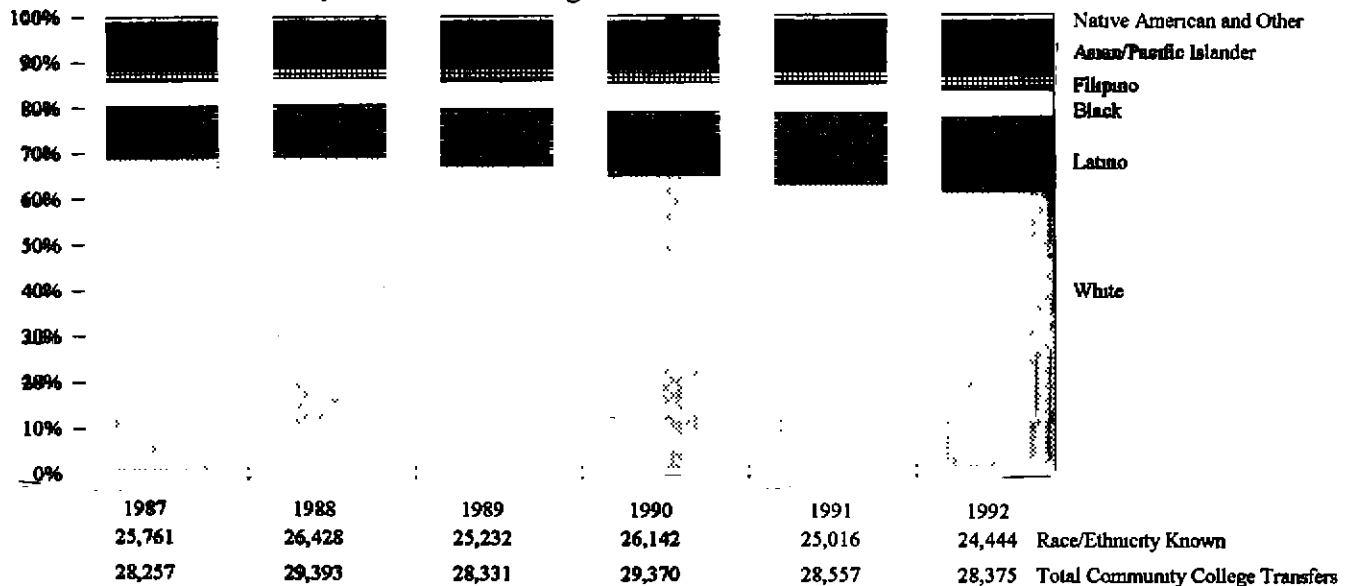
The California State University has been and continues to be the primary receiver of community college transfer students -- approximately 45,000 enrolling annually. Of these, approximately 64 percent transfer in the fall term, with the remaining 36 percent enrolling during other terms. The numbers of new fall term transfer students have been relatively stable since the late 1980s, fluctuating between 28,200 and 29,400. Since 1990, the numbers of community college transfer students have declined slightly, but the drop from Fall 1991 to Fall 1992 was only 182 students. This decrease is negligible compared to the decrease of nearly 4,000 first-time

freshmen and reflects the State University's ongoing commitment to transfer students

Gender The majority of community college transfers to the State University are women, and this majority has been growing. Women constituted 51.4 percent of the State University's new transfer students in 1986, but 53.2 percent in 1992.

Racial/ethnic background Over the last five years, new fall transfer students from the California Community Colleges to the State University who were Asian, Filipino, or Latino grew in numbers and in representation among new transfer students (Display 31). The numbers of new Black transfer students increased throughout the 1980s, but since 1990, their numbers have declined from a high of 1,717 in 1990 to 1,644 in 1991 and 1,542 in 1992. While some of this decrease can be attributed to the decline in the number of Black high school graduates, the rate of decrease was greater for Black transfer students than for Black high school graduates. The number of new White transfer students has been dropping since Fall 1988 -- an 18 percent decline over five years -- from 18,260 to 14,934. This decrease is comparable to the 18 percent decrease in the population of White high school graduates over this same time period. As a result, the representation of both Black and White students in the fall transfer pool has been shrinking.

DISPLAY 31 *Racial/Ethnic Composition of New Community College Transfers to the California State University, Fall 1987 Through Fall 1992*



Source: California Postsecondary Education Commission. See Table 21 on page 69 below.

Transfers to the University of California

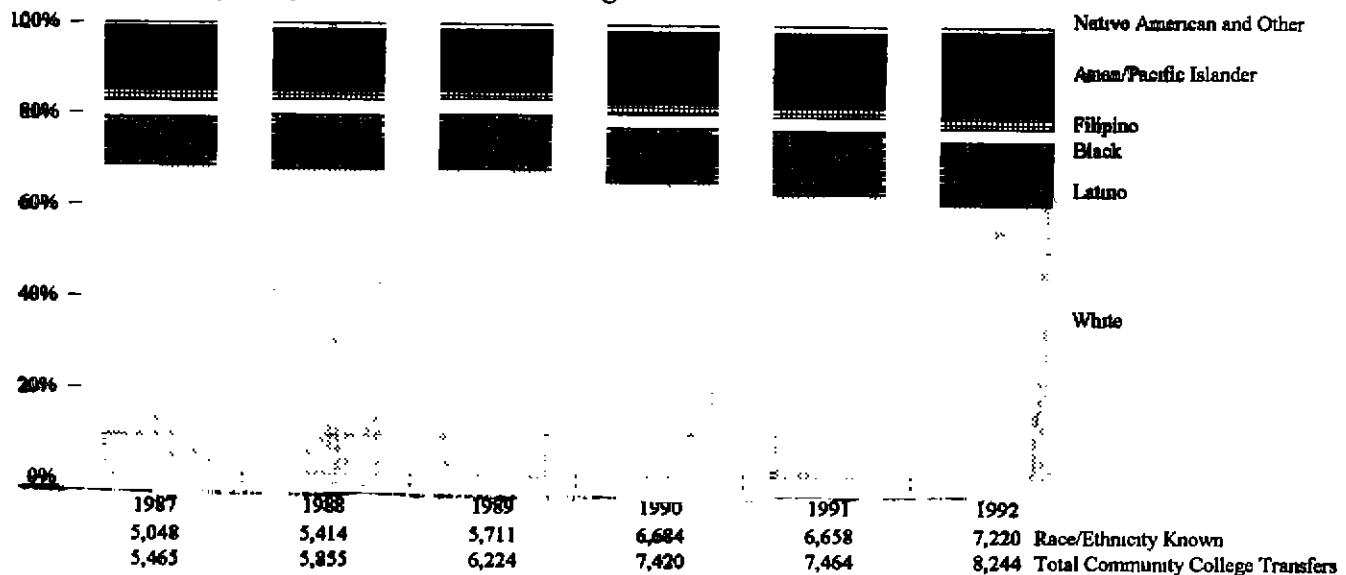
Over the past six years, the University of California has substantially increased the numbers of community college transfer students -- from 6,754 in 1986-87 to 9,972 in 1991-92. Approximately 75 percent of all new transfer students enroll in the

fall term, while the remaining 25 percent transfer during other terms. Even during the dire fiscal times confronting the University in the last couple of years, it has continued to expand its commitment to these students, increasing new fall transfer enrollments by 780 students between Fall 1991 and Fall 1992.

Gender. The numbers of both men and women transferring to the University from community colleges has grown substantially over the last five years -- 40.4 and 41.2 percent, respectively. This growth in the number of women transfer students has resulted in their becoming the majority among new transfers -- 51.1 percent in 1992.

Racial/ethnic background. Similarly, the numbers of new transfer students from each racial/ethnic group increased through 1991 (Display 32). While the numbers of new Black and Latino transfer students increased between Fall 1991 and Fall 1992, the number of new Native American transfers declined. Moreover, the rates of increase for students from these groups historically underrepresented in postsecondary education were substantially below those of Asian and Filipino transfer students and thus their representation dropped between Fall 1991 and Fall 1992.

DISPLAY 32 *Racial/Ethnic Composition of New Community College Transfers to the University of California, Fall 1987 Through Fall 1992*



Source: California Postsecondary Education Commission. See Table 22 on page 69.

The racial/ethnic background of community college transfer students entering the State University and the University in Fall 1992 was less diverse than those entering the community colleges. However, these students contribute positively to the diversity of upper-division enrollments at these institutions. Unfortunately, as subsequent data on baccalaureate degree recipients illustrate, diversity among these graduates is not keeping pace with changes in California's overall population. If the State is to have a college-educated population whose racial/ethnic composi-

tion is congruent with that of its total population, its postsecondary institutions must continue to expand their efforts to increase the numbers of these students transferring to the State's universities

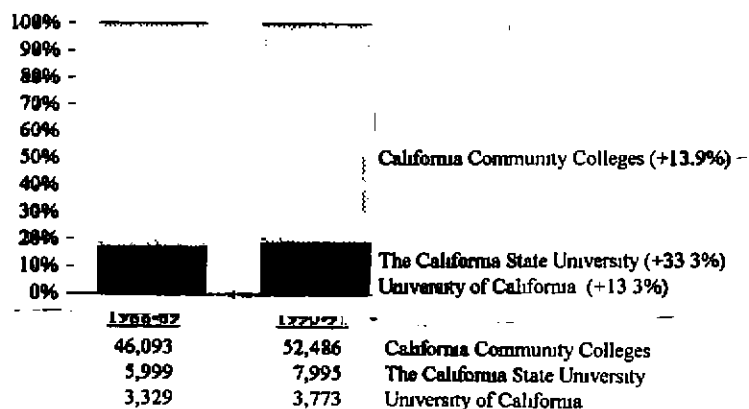
Transfers to California's independent colleges and universities

California's independent colleges and universities also provide opportunities for transfer students to complete their baccalaureate degrees, and the numbers of new fall transfer students at these institutions have been growing as well. Between Fall 1990 and Fall 1992, 25 of these institutions reported increases in new first-time transfers students -- from 3,166 to 3,387. While the available data does not identify the source institutions from which students transferred, it is likely that the majority of these transfer students do come from California's community colleges, as is the case at the State's public universities.

Enrollment of students with disabilities in postsecondary education

California's three public systems of postsecondary education provided services to over 64,000 students with disabilities in 1990-91. This undoubtedly underestimates the total population of disabled students participating in public postsecondary education as it does not include those who have chosen not to be identified or utilize any disabled student programs' services. These services seek to enable students with disabilities to participate in the full range of campus programs and activities. While some variations in definitions exist, six general categories of disability can be distinguished for which all three systems provide special services -- (1) physical/mobility impairment, (2) hearing impairment, (3) visual limitation, (4) communication disability, (5) learning disability, and (5) other functional disabilities that include acquired brain injury, developmentally delayed learning, and functional limitations due to medical condition.

DISPLAY 33 *Number of Disabled Students
Served by Programs for Students with Disabilities
in California's Three Public Systems
of Higher Education, 1988-89 and 1990-91*



Source: California Postsecondary Education Commission, 1990 and 1992. See Table 23 on page 69 below.

Display 33 presents the number of students enrolled at each system with verified disabilities who actually requested and received assistance through campus disabled student services and programs in 1988-89 and 1990-91. Disabled student enrollments are growing at a faster rate than overall enrollments, resulting in an increase in disabled students' representation among the student population. However, in comparison to their representation in the school-age population, disabled persons are underrepresented among college students.

Recent legislation (AB 746, Chapter 829, Statutes of 1987) required each system to provide biennial reports on the enrollment, retention, transition, and graduation

rates for disabled students. Available information, which varies substantially in type across systems, is summarized below.

California Community Colleges

Between 1988-89 and 1990-91, the number of disabled students enrolling in the California Community Colleges increased 14 percent -- from 46,093 to 52,482. As of Fall 1990, these students constituted approximately 3.8 percent of the system's total enrollments.

The community colleges reported three student outcome measures for these students: (1) persistence -- the proportion of students completing a term who enrolled in the subsequent term, (2) retention -- the ratio of units completed to units attempted, and (3) grade-point averages for three grade levels -- those below freshman level, freshmen, and those above freshman level. These data indicate that disabled students complete courses and persist from one academic term to the next at rates comparable to the general student body. They also earn comparable grade-point averages.

The California State University

In 1990-91, the California State University provided services to 7,995 students with disabilities -- an increase of 33.3 percent over the number served in 1988-89. These students were an estimated 2.2 percent of all students at the State University in Fall 1990. Of the 988 new students with disabilities admitted in 1990-91, 577 were community college transfer students. The relatively larger populations of juniors and seniors at the State University who are disabled highlight the critical importance of effective disabled student services and programs at the community colleges, as well as the critical importance of intersegmental articulation and cooperation of these programs, if disabled students are to reach their baccalaureate degree objectives.

The State University reported comparative five-year continuation and graduation rates as of Fall 1988 for all Fall 1983 first-time freshmen and those served by disabled students services. While the continuation rates for these two groups were virtually the same -- 26.9 percent for all students versus 27.0 percent for disabled students -- the five-year graduation rate of 21.6 percent for disabled students was below the overall rate of 24.4 percent.

University of California

The number of students participating in disabled student services and programs at the University of California increased from 3,329 in 1988-89 to 3,773 in 1990-91 -- a 13.3 percent increase. These disabled students were 2.3 percent of the University total enrollment as of Fall 1990. The University began gathering the data necessary to follow the progress of disabled students in Fall 1990. Thus, it expects to be able to begin reporting retention data in 1994 and graduation data in 1996.

California independent colleges and universities

The Commission currently has no mechanism through which to collect and analyze data on students with disabilities who are enrolled in California's independent colleges and universities

As the quality, quantity, and consistency of data on students with disabilities improve in all systems of postsecondary education in California, reports such as this one will be able in the future to integrate information about these students at each level and for degree completion

Total undergraduate enrollment and persistence

Overall, California's public colleges and universities enrolled approximately 1.9 million students in 1990, and its independent colleges and universities enrolled an additional 200,000. Approximately 61 percent of California's population participates in postsecondary education, as defined by the National Center for Education Statistics, compared to 54 percent nationally.

In 1990, undergraduates constituted approximately 85 percent of the total enrollments of California's public institutions -- 1.6 million students. At independent colleges and universities, they comprised about 66 percent of total enrollments, or 132,000 students. Just like first-time freshmen enrollments, total undergraduate enrollments grew steadily during the 1980s. Similarly, the racial/ethnic diversity of the undergraduate student body expanded, with differences between the diversity of all undergraduates and that of first-time freshmen resulting primarily from differential retention rates. (This discussion, and all subsequent analyses in this report, includes all enrolled students regardless of their previous institution or state of legal residence, rather than being confined to students who attended California public high schools or were California residents.)

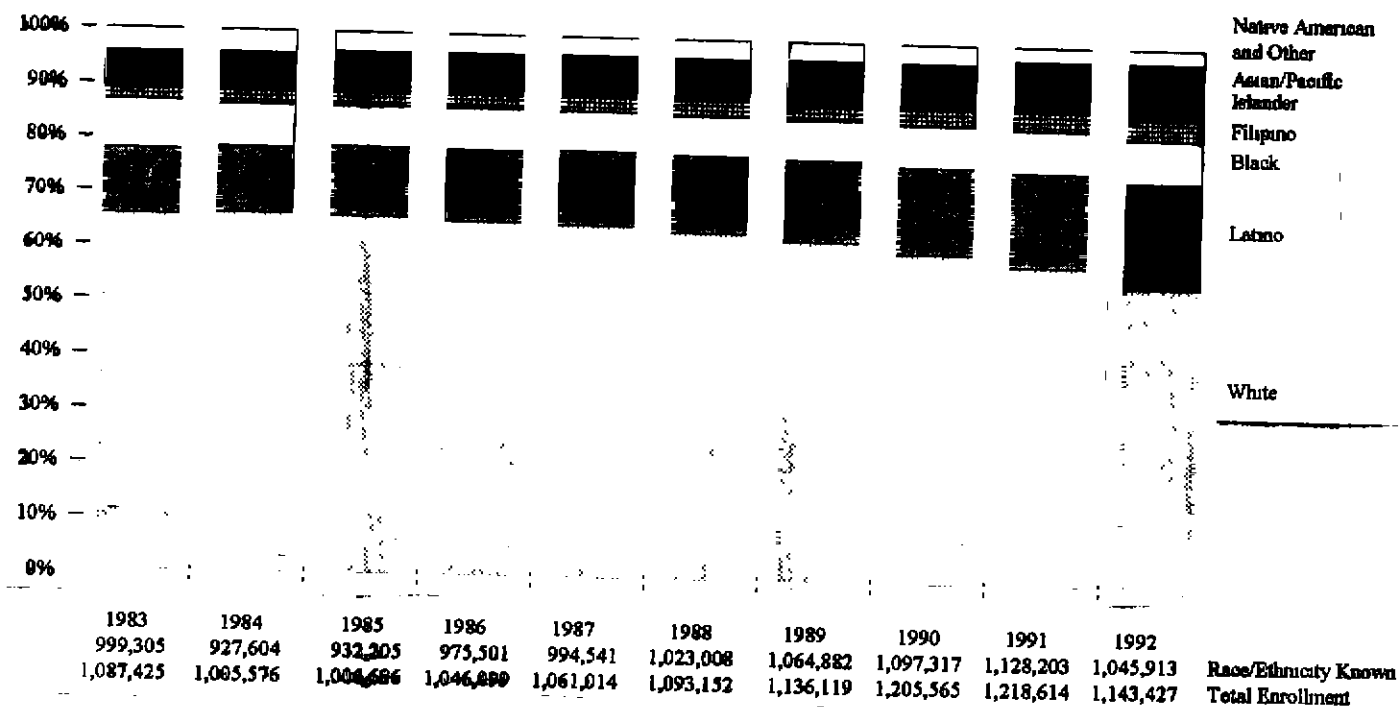
California Community Colleges

Display 34 on the next page shows changes in the racial/ethnic background of California's community college students from Fall 1982 through Fall 1992. Efforts are now underway within these colleges to follow their entering freshmen through their experiences at the colleges, on to other postsecondary education institutions, and into the employment sector. Subsequent editions of this report will summarize the findings of these efforts.

The California State University

The California State University's most recent data on student persistence -- that is, the proportion of entering freshmen who graduate or are still enrolled by a certain time -- covers the progress of the Fall 1983 entering freshman class through Fall 1988. Of these 1983 freshmen, 51.4 percent had graduated or were still enrolled in their degree programs in 1988 -- a marked improvement over the five-year persistence rate of 44.4 percent for the State University's Fall 1978 freshmen. Despite this higher persistence rate, the proportion of 1983 freshmen who

DISPLAY 34 *Racial/Ethnic Background of Students Enrolled for Credit at the California Community Colleges, Fall 1983 Through Fall 1992*



Source: California Postsecondary Education Commission. See Table 24 on page 70 below.

were able to graduate in five years was slightly lower than in 1978 -- 24.5 percent, compared to 25.8 percent. This longer time-to-degree was consistent with trends nationally.

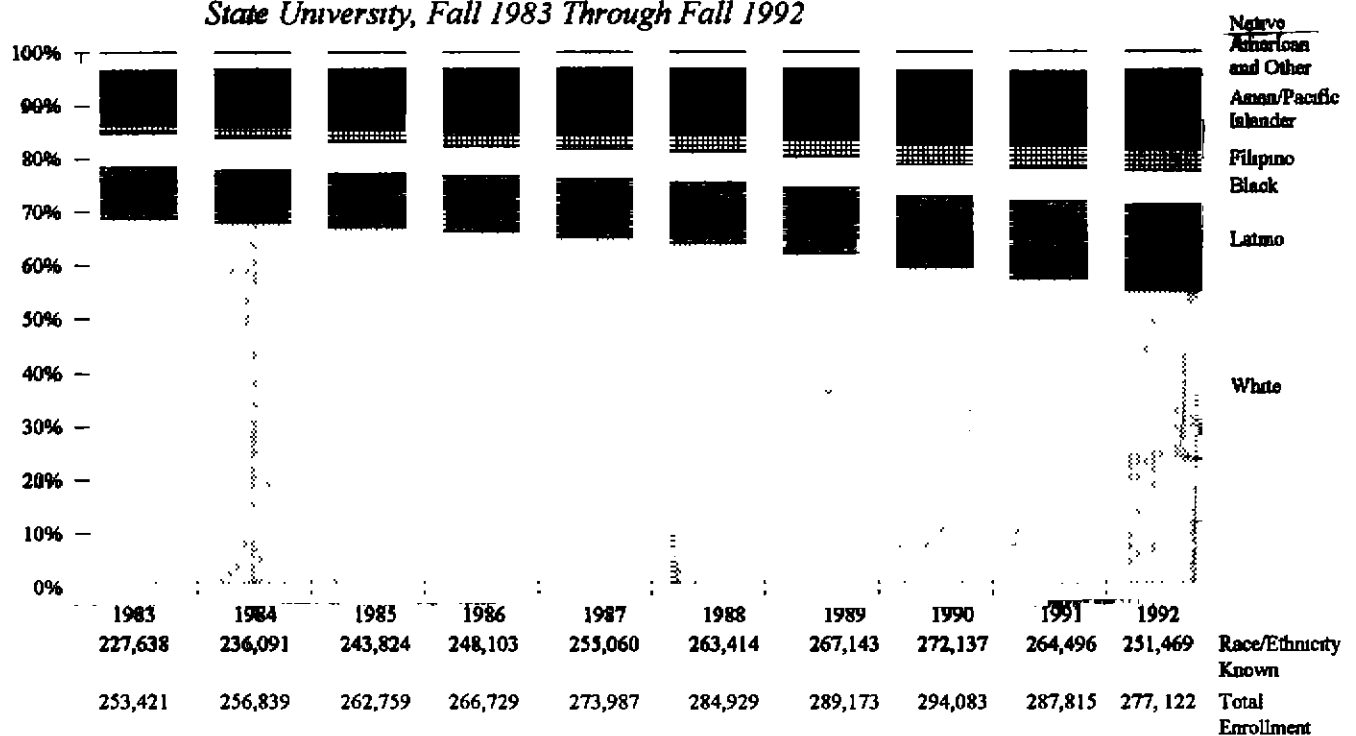
Since 1983, one-year persistence rates of the State University's freshman classes have been increasing, which portends further improvements in the five-year persistence rates for these classes. However, these early indicators will bear close watching during the rest of the 1990s as higher fees and other institutional fiscal constraints, as well as the declining availability of financial aid and differential opportunities for employment, may influence students' persistence.

Gender Proportionately, more women than men (27.5 percent, compared to 20.8 percent) earned baccalaureate degrees within five years. However, 30.4 percent of men were continuing their undergraduate enrollment after five years, compared to 20.8 percent of women. Thus, the total persistence rates for men and women are roughly equal -- 51.2 and 51.4 percent, respectively.

Racial/ethnic background Just as high school retention and graduation rates vary among students from different racial/ethnic groups, variations occur in the five-year persistence rates of these groups of students at the State University as well. Like the pattern of persistence rates in secondary school as described on pages 11-13, the persistence rates among Black undergraduates -- 40.1 percent -- was the

lowest of any group. Persistence rates were also below average for Native American (43.2 percent), Pacific Islander (45.7 percent) and Latino (50.1 percent) students. On the other hand, persistence rates for Asian (61.5 percent), Filipino (57.9 percent) and White (54.7 percent) students were all above average. The persistence rates of all racial/ethnic groups improved, but the smallest relative improvements occurred among Black and Native American undergraduates, while the largest occurred among Latino undergraduates. Display 35 below shows the resulting racial/ethnic composition of the State University's undergraduate student body from Fall 1982 through Fall 1992.

DISPLAY 35 *Racial/Ethnic Composition of the Undergraduate Student Body of the California State University, Fall 1983 Through Fall 1992*



Source: California Postsecondary Education Commission. See Table 25 on page 70 below.

University of California

In its most recent analysis of undergraduate persistence, the University of California focused on Fall 1984 entering freshmen. Their five-year graduation rate of 65.0 percent is considerably higher than that of the State University's 24.5 percent for its Fall 1983 freshmen, undoubtedly influenced by substantial variations in the characteristics of the student populations in the two systems. Among the factors contributing to the University's high persistence rate is the large representation of students whose persistence rates have historically been high -- traditional college-age, full-time, financially dependent students, and Asian and White students. (These persistence rates include all undergraduates, both those admitted regularly and through special action.)

The only data currently available for calculating graduation trends at the University are for Fall 1983. Slight improvements in five-year and six-year graduation rates occurred between the 1983 and 1984 freshman classes, but the four-year rate declined slightly -- a pattern consistent with State University and national trends toward longer time to degree.

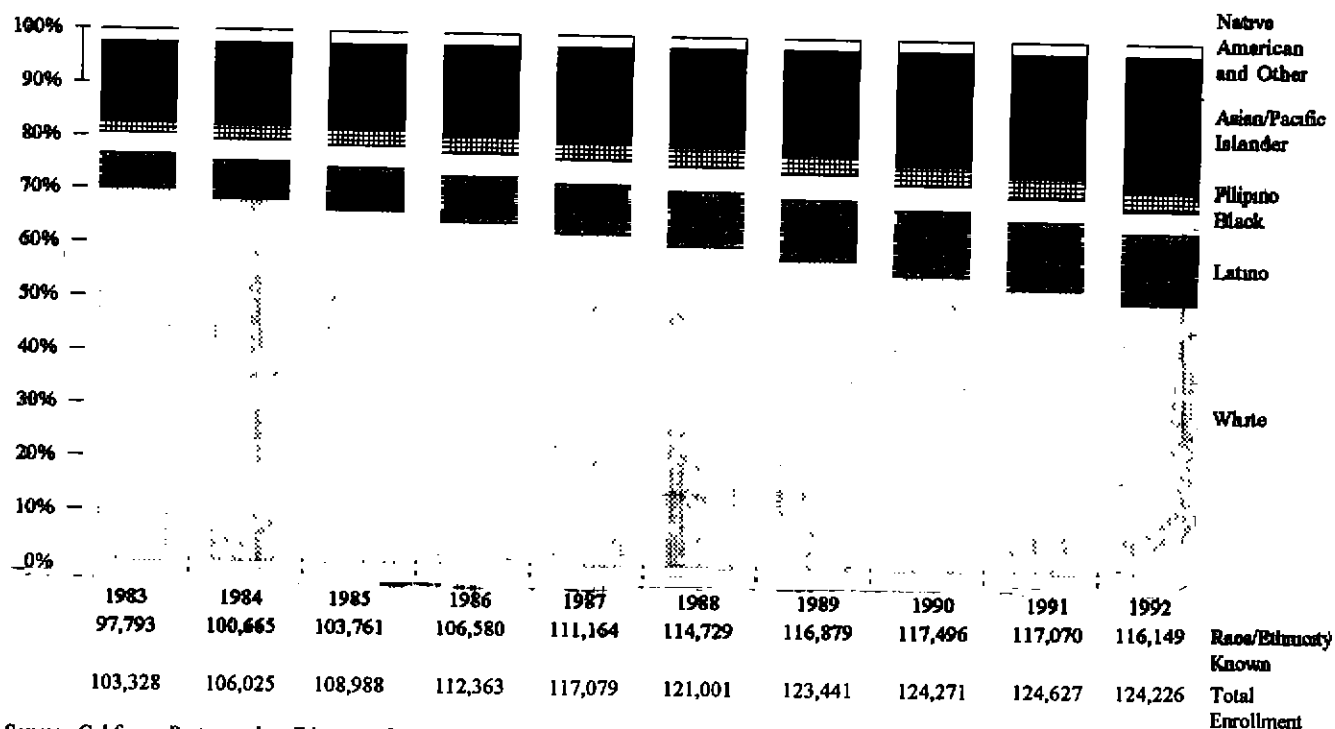
Gender A much larger proportion of women than men (33.6 percent, compared to 24.2 percent) earned a baccalaureate degree at the University within four years. However, the difference in their five-year graduation rates was much smaller -- 67.2 and 62.6 percent, respectively -- and their six-year graduation rates were even more similar: 72.4 percent for women and 70.2 percent for men.

Racial/ethnic background The pattern of persistence among the University's undergraduates from different racial/ethnic groups is similar to that of State University undergraduates and of upper-division community college transfer students at the University. The University's five-year graduation rates for Black (41.4 percent), Native American (42.2 percent), Latino (48.6 percent) and Filipino (54.5 percent) students were below the University's average for all students, while its graduation rates for Asian (66.7 percent) and White (69.3 percent) students were above this average. Clearly, the aggregate impact of these enrollment and persistence patterns result in a University graduating class in which the proportional representation of women and of White and Asian graduates is greater than their proportional representation among entering students, while that of men and of Black, Native American, and to a lesser extent, Latino students has shrunk. This is reflected in the comparison of the racial/ethnic composition of the University's undergraduate classes since Fall 1992 (Display 36 on the opposite page) with the racial/ethnic background of its baccalaureate degree recipients, shown in Display 39 on page 43 below.

California's independent colleges and universities

A recent study of undergraduate persistence at California's independent colleges and universities found a five-year graduation rate of 66 percent among approximately 8,700 students who entered these institutions between 1980 and 1982. Thus, students beginning their collegiate careers at California's independent colleges and universities were slightly more likely to graduate in five years than those who enrolled as freshmen at the University of California. Nonetheless, while these overall graduation rates were quite similar, the pattern of these rates among students from different racial/ethnic groups was somewhat different. While the rank order of different groups' rates was virtually the same, the degree of variation among these rates was much smaller at the independent institutions. For example, the five-year graduation rate of Black undergraduates at the University (41.4 percent) was nearly 20 percentage points below the University's average (65.0 percent), but this rate for Black undergraduates in independent colleges and universities (57 percent) was less than 10 percentage points below their average of 66 percent. Similarly,

DISPLAY 36 *Racial/Ethnic Composition of the Undergraduate Student Body of the University of California, Fall 1983 Through Fall 1992*

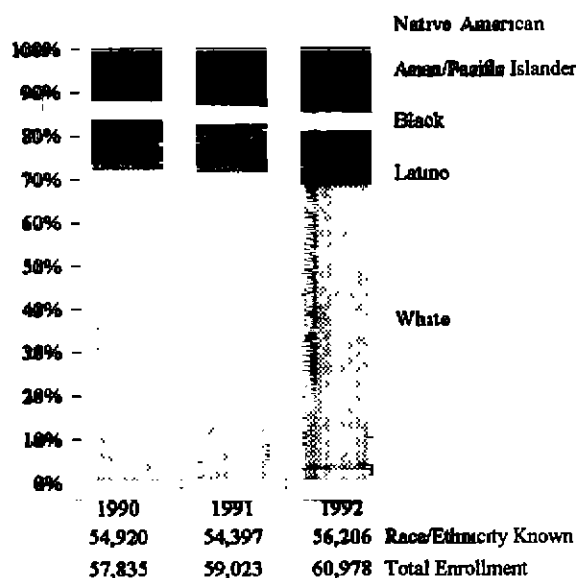


although the graduation rate for Latino undergraduates (63 percent) was below average, it was only 3 percentage points lower instead of 16 percentage points below average at the University. Asian undergraduates in independent colleges and universities had the highest graduation rate of any group (72 percent), while White undergraduates in these institutions had the same graduation rate as the overall 66 percent average. Unfortunately, no comparable historical data on undergraduate persistence are available for independent institutions, preventing any analysis of changing trends in persistence for these institutions. Based on recently developed enrollment files, Display 37 on page 42 shows the racial/ethnic composition of undergraduate enrollments at independent colleges and universities over the last three years.

Baccalaureate degree recipients

While information on first-time freshmen provides an overview of college entry and that on undergraduate enrollment offers an overview of the undergraduate student body, data on baccalaureate degree recipients provide an overview on undergraduate program completion. As the following paragraphs show, the growth in the size and diversity of the undergraduate population in the 1980s generated substantial growth in the numbers and diversity of those earning baccalaureate degrees.

**DISPLAY 37 Racial/Ethnic Composition
of the Undergraduate Student Bodies at 31
Independent California Colleges and
Universities, Fall 1990 Through Fall 1992**



Source: California Postsecondary Education Commission
See Table 27 on page 71

The California State University

The number of baccalaureate degrees awarded by the State University between 1986-87 and 1991-92 grew from 40,555 to 48,991 -- a 21 percent increase

Gender: The increase for women over this period -- 39 percent (from 23,446 to 29,997) -- was three times greater than that for men, which was 13 percent (from 20,889 to 23,668). As a result, the representation of women among the State University's baccalaureate degree recipients rose from 52.9 percent to 55.9 percent.

The majority of baccalaureate degrees awarded women were in the fields of business, liberal arts, and psychology while the predominant fields for men were business, engineering, and the social sciences.

Racial/ethnic background: The increases occurring for most racial/ethnic groups were substantially above the 21 percent average increase for all students: 105 percent for Filipino graduates (from 605 to 1,242), 61 percent for Latino graduates

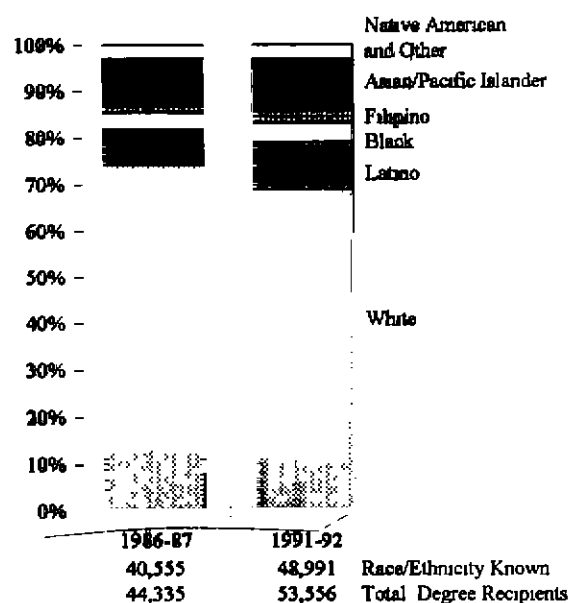
(from 3,092 to 4,968), 36 percent for Asian graduates (from 4,097 to 5,566), and 32 percent for Black graduates (from 1,469 to 1,939). White graduates increased by 12 percent (from 30,074 to 33,785).

As a result, the racial/ethnic diversity of the State University's 1991-92 baccalaureate degree recipients was substantially greater than that of its 1986-87 graduates (Display 38, opposite page). Latino representation increased by 2.5 percentage points -- from 7.6 to 10.1 percent, Asian and Filipino representation each increased by about one percentage point, Black representation expanded by 0.4 of a percentage point. While the representation of White graduates dropped 5 percentage points -- from 74.2 to 69.0 percent -- it continues to be larger than their representation among undergraduates.

Students from different racial/ethnic groups differ somewhat in their academic fields. The majority of baccalaureate degrees earned by Asian graduates were in business (41.5 percent) and engineering (15.5 percent). Filipino graduates also were concentrated in the fields of business and engineering -- accounting for 35.3 percent and 9.6 percent of baccalaureate degrees earned -- but another 8.6 percent of these students took degrees in the health professions. The most prevalent majors for Latino, Native American, and White baccalaureate graduates were quite similar -- business, liberal arts, social sciences, and psychology. Among Black graduates, the major fields of study were business, social sciences, psychology, and communications.

The recruitment of a more racially/ethnically diversified pool of first-time freshmen and new transfer students yielded this more diversified group of baccalaureate degree recipients. Nonetheless, while this group of graduates was the most diverse to date at the State University, expansion of the racial/ethnic diversity of

**DISPLAY 38 Racial/Ethnic Background
of Baccalaureate Degree Recipients
at the California State University,
1986-87 and 1991-92**



Source: California Postsecondary Education Commission
See Table 28 on page 71 below

graduates did not keep pace with the diversification occurring in the general population, or even among the system's own first-time freshman population. Continued attention is needed to improve the retention rates of all students, and particularly those who historically have been underrepresented among baccalaureate graduates.

University of California

Between 1986-87 and 1991-92, the rate of growth in the number of baccalaureate degrees awarded by the University of California was even greater than that of the State University -- a 30 percent increase, from 22,749 to 29,631.

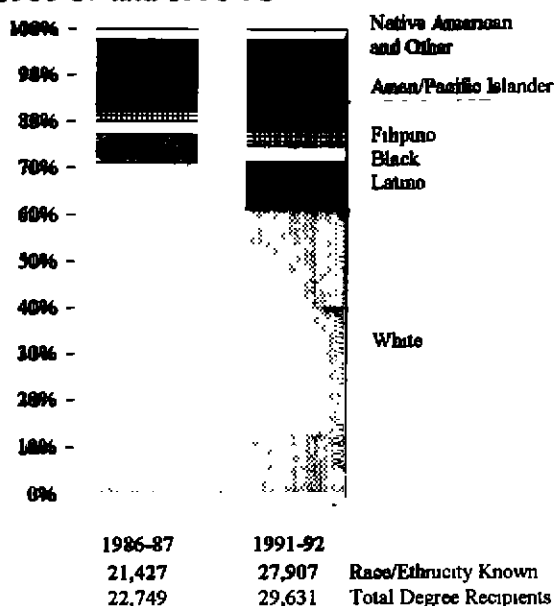
Gender The number of degrees awarded to women expanded from 11,616 to 15,603 -- a 34 percent increase -- while that of men grew from 11,133 to 14,028 -- a 26 percent increase. This differential rate of growth resulted in a small increase in women's representation among baccalaureate degree recipients from 51.1 to 52.7 percent.

Women graduates were most likely to receive their baccalaureate degrees in social sciences, psychology, biological sciences, and English, while the majority of men earned their degrees in social sciences, biological sciences, and engineering.

Racial/ethnic background The University's growth rate for baccalaureate degree recipients was greatest for Latino graduates -- a 112.7 percent increase, from 1,295 to 2,754 -- and next greatest for Filipino graduates -- a 92.0 percent increase, from 436 to 837. The number of Black and Asian degree earners increased 69.9 and 65.4 percent, respectively -- from 621 to 1,055 and from 3,309 to 5,473. The rate of increase for White graduates -- 12.3 percent, from 15,238 to 17,117 -- was identical to that for these graduates at the State University.

As was the case at the State University, the racial/ethnic diversity of the University's 1991-92 cohort of baccalaureate degree recipients was substantially greater than its 1986-87 cohort (Display 39, page 44), stemming in large part from the University's efforts throughout the 1980s to enroll a more racially and ethnically diverse student body. The representation of White students among baccalaureate graduates, while dropping nearly 10 percentage points -- from 71.1 percent to 61.3 percent -- still exceeds their representation among undergraduates. The representation of Asians increased 4.2 percentage points -- from 15.4 percent to 19.6 percent -- and the representation of Latinos grew 3.9 percentage points -- from 6.0 percent to 9.9 percent. Black and Filipino representation each increased about a percentage point -- Blacks from 2.9 percent to 3.8 percent, and Filipinos from 2.0 percent to 3.0 percent.

**DISPLAY 39 Racial/Ethnic Background
of Baccalaureate Degree Recipients
at the University of California,
1986-87 and 1991-92**



Source: California Postsecondary Education Commission
See Table 29 on page 72 below

Nonetheless, this expansion of racial/ethnic diversity among the University's baccalaureate graduates did not keep pace with the diversification occurring in the general population, let alone among its own first-time freshmen. More recent declines in the enrollment of Black and Latino freshmen and transfer students at the University may foreshadow a reversal in this expansion of diversity within the next four to six years. While the University is facing difficult fiscal times, its maintenance of the recruitment and retention of underrepresented students as a very high institutional priority is extremely important to the State as a whole.

Among Asian graduates of the University, the most prevalent undergraduate majors were biological sciences, social sciences, and engineering. Among both Black and Latino graduates, most earned their baccalaureates in social sciences, biological sciences, and psychology, while White graduates earned most of theirs in social sciences, biological sciences, and English. The majority of Native Americans earned their degrees in social sciences, English, and interdisciplinary studies.

California's independent colleges and universities

In Fall 1992, 101 independent colleges and universities reported awarding 21,019 baccalaureate degrees. Because of variation in the number of institutions reporting each year, comparative historical data are not currently available.

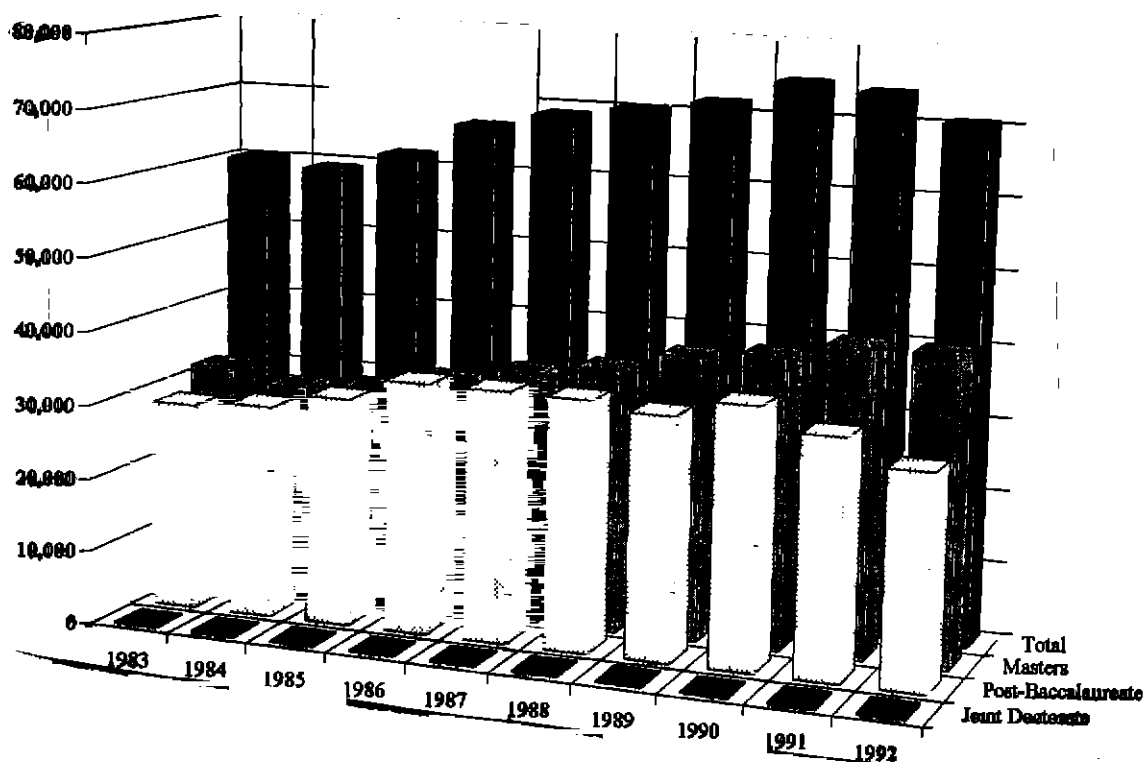
**Graduate
and professional
school
participation**

The opportunities provided by California's public and independent universities for advanced academic and professional education are vital to the health and welfare of the State, since they produce most of the State's professional scientists, managers, business leaders, health-care professionals, lawyers, and elementary and secondary school teachers, as well as many faculty members for its institutions of higher education.

The California State University

Similar to the undergraduate population, total graduate enrollments at the California State University grew by 23 percent between Fall 1983 and Fall 1991 -- from 60,179 to 74,089. These enrollments at the State University have three components that are depicted in Display 40 on the opposite page: (1) post-baccalaureate, comprised of baccalaureate-degree holders who are not enrolled in a graduate degree program but are primarily completing education credentialing requirements, (2) master's degree students, and (3) doctoral-level students in joint programs conducted by several State University campuses with University of California campuses and independent universities.

DISPLAY 40 Graduate Enrollments at the California State University by Level, Fall 1983 Through Fall 1992



Program Level	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992
Total Graduate	60,179	59,166	61,867	66,695	68,789	70,177	71,665	74,970	74,089	70,571
Master's Degree	31,692	29,887	30,617	32,417	34,540	36,078	38,579	39,572	41,730	41,603
Post-Baccalaureate	28,452	29,185	31,150	34,182	34,137	33,975	32,928	35,238	32,181	28,768
Joint Doctorate	35	94	100	96	112	124	158	160	178	200

Source: California Postsecondary Education Commission.

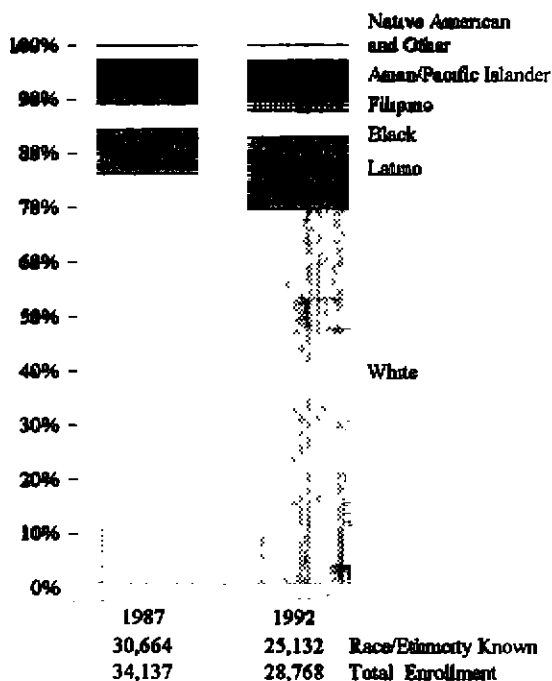
Post-baccalaureate enrollments: Post-baccalaureate enrollments grew substantially between 1983 and 1990 -- a 23 percent increase -- but enrollment declines in 1991 and 1992 resulted in total enrollments in these programs being essentially equal to their 1983 level. Thus over the last six years, these enrollments declined approximately 16 percent.

♦ **Gender:** Women are the vast majority among post-baccalaureate students, comprising 65.8 percent of them in 1992. While the post-baccalaureate enrollment of both men and women declined between 1987 and 1992, the rate of decrease was greater for men (a 19.3 percent drop, from 12,189 to 9,842) than for women (a 13.8 percent decline, from 21,948 to 18,926). Thus women's representation has increased slightly over the last six years.

♦ *Racial/ethnic background:* Contrary to the overall downward trend, enrollments of Latino and Filipino students in these programs continued to grow between 1987 and 1992 -- Latino enrollments by 32 percent from 2,510 to 3,307 and Filipino enrollments by 19 percent from 316 to 375. White enrollments declined 25 percent -- from 23,353 to 17,491. Both Black and Asian enrollments in these programs declined by about 12 percent -- from 1,474 to 1,289 for Black students, and from 2,185 to 1,919 for Asian students. The implication of these enrollment trends -- particularly in teacher credential programs, when the State is experiencing rapid growth in its elementary and secondary schools -- is a matter of serious concern, given the demographic trends discussed earlier in this report.

Because of these differential trends in enrollment among students from different racial/ethnic groups, the composition of the post-baccalaureate student body at the State University changed substantially (Display 41). The representation of White students declined by 6.6 percentage points, while that of all other racial/ethnic groups increased. Most notable was the growth in representation of Latino students, up from 8.2 percent to 13.2 percent. In contrast, the increase in representation of Asian and Black students was only a half of a percentage point or less -- from 7.1 percent to 7.6 percent for Asian students and from 4.8 percent to 5.1 percent for Black students. These trends yielded more racially and ethnically diverse post-baccalaureate enrollments.

DISPLAY 41 Racial/Ethnic Background of Post-Baccalaureate Students at the California State University, Fall 1987 and Fall 1992



Source: California Postsecondary Education Commission
See Table 30 on page 72 below

Master's degree enrollments: Enrollment in the master's degree programs of the State University grew steadily over the past decade, increasing by 20 percent over the last six years alone -- from 34,540 in 1987 to 41,603 in 1992.

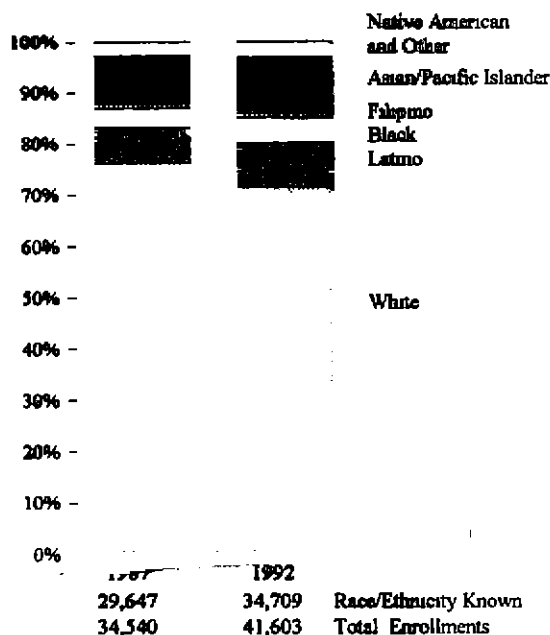
♦ *Gender:* The number of both men and women enrolled in these master's programs grew substantially during the six years, but that of women increased by a greater rate (22.7 percent, from 19,336 to 23,720) -- than that of men (17.6 percent, from 15,204 to 17,883). By 1992, women constituted 57.0 percent of these master's program students.

♦ *Racial/ethnic background:* The participation of all racial/ethnic groups except White students increased at rates substantially above the overall average of 20 percent. In particular, the enrollment of Filipino master's degree candidates grew by 77 percent -- from 266 to 471. The enrollments of both Black and Latino students in these programs increased at substantial rates -- by 49 percent among Black students (from 1,185 to 1,769) and

by 46 percent among Latino students (from 2,009 to 2,927) Asian enrollments also increased at an above-average rate of 31 percent -- growing from 2,760 to 3,614 -- while White enrollments grew by 10 percent -- from 22,595 to 24,829

As a result, the composition of master's degree enrollments changed substantially, as Display 42 below shows While the representation of White students declined by 4.7 percentage points -- from 76.2 percent to 71.5 percent, it still exceeds their representation among baccalaureate-degree recipients The representation of Latino students grew from 6.8 percent to 8.2 percent, and that of Asian and Black students improved by about one percentage point -- from 9.3 percent to 10.4 percent for Asian students and from 4.0 percent to 5.1 percent for Black students As with post-baccalaureate enrollments, the Fall 1992 cohort of master's degree candidates was less diverse than that of 1991-1992 baccalaureate graduates, with the exception of an increase in Black candidates

DISPLAY 42 Racial/Ethnic Background of Students Enrolled in Master's Programs of the California State University, Fall 1987 and Fall 1992



Source: California Postsecondary Education Commission.
See Table 31 on page 72 below

Master's degree recipients: Between 1986-87 and 1991-92, the number of master's degrees awarded by the State University grew by 32 percent

♦ **Gender** The number of these degrees awarded to women increased by 38 percent (from 4,830 to 6,655), while growth for men was 24 percent (from 3,680 to 4,574) As a result, the representation of women among these degree recipients expanded from 56.8 to 59.3 percent

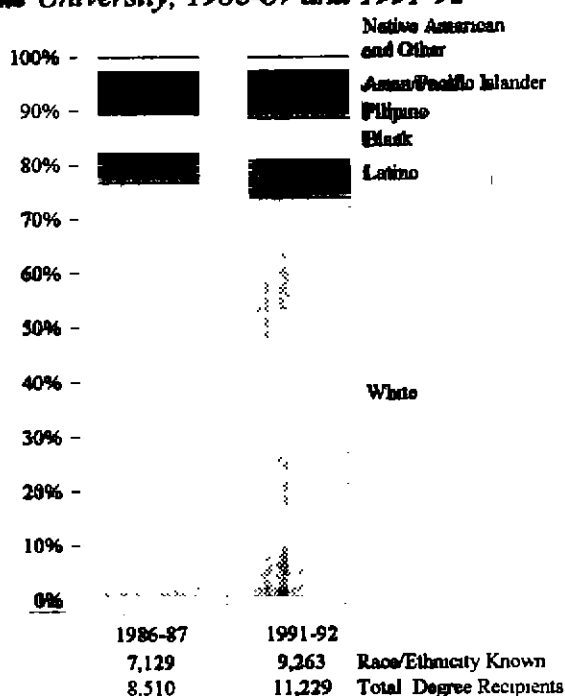
At the master's degree level, men's major fields of study were business, education, and engineering while those for women were education, distantly followed by public administration and business

♦ **Racial/ethnic background:** Among racial/ethnic groups, the greatest rate of increase -- 138 percent -- occurred for Filipino degree recipients and was heavily influenced by their small number of 32 in 1986-87 as contrasted with 76 in 1991-92 The number of Latino degree recipients increased 68 percent -- from 398 to 667 -- while that of Black recipients increased 44 percent -- from 292 to 421

The number of Asian recipients increased by about 40 percent -- from 539 to 754 -- while White recipients rose by 25 percent -- from 5,658 to 7,087

While the relative growth in master's degrees earned by students from different racial/ethnic groups yielded a somewhat more racially and ethnically diverse group of degree recipients in 1991-92 than in 1986-87 (Display 43), this latest population of degree recipients is less diverse than that of baccalaureate degree recipients with the notable exception of Black master's degree recipients

**DISPLAY 43 Racial/Ethnic Background
of Master's Degree Recipients at the California
State University, 1986-87 and 1991-92**



Source: California Postsecondary Education Commission.
See Table 32 on page 72 below

Nearly one-quarter of all Asian graduates at the master's level earned their degrees in engineering, and another quarter earned them in business. Black, Latino, and Native Americans earned most of their masters in education and public administration. Among Filipino master's degree recipients, most earned their degree in education, health professions, and business, while among White master's degree recipients, most majored in education, business, and public administration.

Joint doctoral program enrollments and degree recipients: The State University's joint doctoral programs with other universities remained a very small component of its total graduate enrollments -- enrolling 200 students in 1992. These programs expanded their enrollment by 470 percent over the past ten years, but because of their very small size, no further analysis of the characteristics of their participants is included in this report.

University of California

Total graduate enrollments at the University of California also grew over the last ten years (Display 44 on the opposite page) but at a much slower

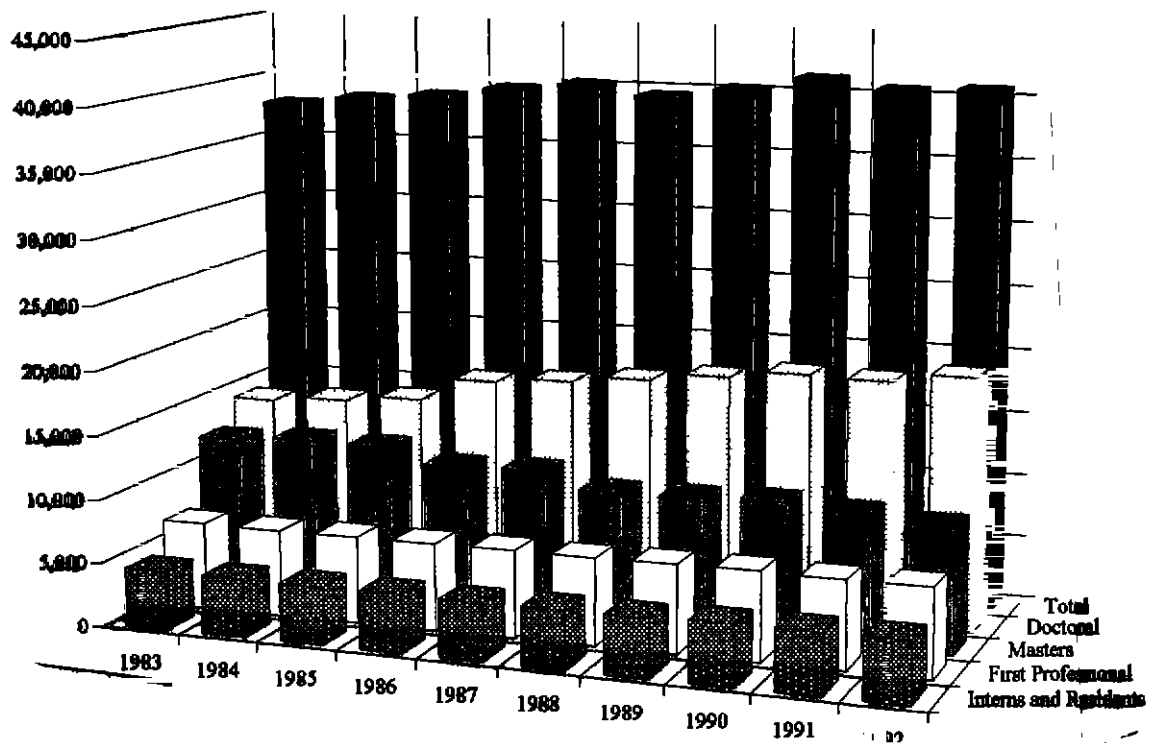
rate -- approximately 7 percent -- than at the State University. Graduate enrollments at the University have four components: (1) master's degree, (2) first-professional degree -- primarily medicine and allied health, law, and veterinary medicine -- (3) medical intern and resident, and (4) doctoral degree. As Display 44 shows, the category of interns and residents is the smallest of all four. Because that category constitutes an extension of first-professional degree enrollments in medicine, the following paragraphs focus on changes in the other three larger areas of graduate enrollment.

Master's degree enrollments: Over the last six years, master's degree programs at the University experienced a steady decline in enrollments of 17 percent -- from 11,651 in Fall 1987 to 9,722 in Fall 1992.

♦ **Gender:** The decline in the enrollment of men and women was nearly equal -- 16 and 17 percent, respectively -- maintaining the near-equal numbers of men and women in these programs (4,869 and 4,853, respectively, in Fall 1992).

♦ **Racial/ethnic background:** All of the decline over the six years was the result of decreasing enrollment of White students -- dropping 21 percent from 7,327 to 5,764. The enrollments and the representation of all other racial/ethnic groups grew over this period. Filipino enrollments rose by 87 percent -- from 74 to 138.

DISPLAY 44 Graduate Enrollments at the University of California by Level, Fall 1983 Through Fall 1992



<u>Program Level</u>	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992
Total Graduate	37,961	38,564	38,969	39,702	40,252	39,524	40,226	41,226	40,561	40,748
Doctoral Degree	14,326	14,697	15,206	17,026	17,440	17,980	18,602	19,204	19,070	19,779
Master's Degree	12,319	12,646	12,570	11,479	11,651	10,396	10,465	10,644	10,226	9,722
First Professional	6,878	7,790	6,799	6,809	6,810	6,748	6,785	6,828	6,710	6,711
Interns and Residents	4,438	4,431	4,394	4,388	4,351	4,400	4,374	4,550	4,555	4,536

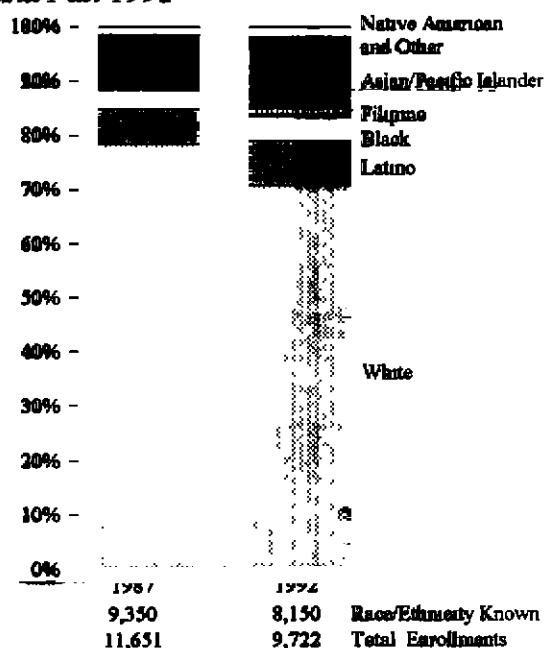
Source California Postsecondary Education Commission.

students -- and Asian enrollments grew by 22 percent -- from 857 to 1,050. Growth of Black and Latino enrollments were much smaller -- Black enrollments grew 11 percent from 337 to 373, and Latino enrollments grew 12 percent from 596 to 665. The net result of all these changes was the more diverse cohort of students in the University's master's programs that is shown in Display 45 on page 50.

Master's degree recipients. Despite the decline in master's degree program enrollments, the number of master's degrees awarded by the University actually increased between 1986-87 and 1991-92 by approximately 14 percent -- from 5,709 to 6,493 (Display 45).

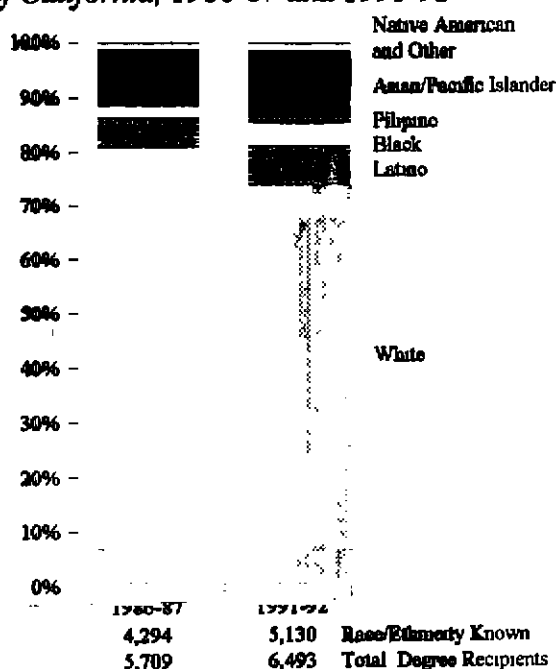
♦ *Gender* In contrast to nearly equal representation of men and women among

DISPLAY 45 Racial/Ethnic Background of Students Enrolled in Master's Programs of the University of California, Fall 1987 and Fall 1992



Source: California Postsecondary Education Commission.
See Table 33 on page 72 below

DISPLAY 46 Racial/Ethnic Background of Master's Degree Recipients at the University of California, 1986-87 and 1991-92



Source: California Postsecondary Education Commission.
See Table 34 on page 73 below

students in the University's master's degree programs, women received only 47.2 percent of the University's master's degrees in 1992. Yet the representation of women among these degree recipients has been growing. Their number increased during the five-year period by 17.5 percent (from 2,607 to 3,063) while that of men rose 10.6 percent (from 3,102 to 3,430).

The majority of master's degrees awarded men were in business, engineering, and social sciences while among women, most degrees were earned in health professions, business, education, and social sciences.

♦ *Racial/ethnic background.* The rate of growth in master's degrees awarded by racial/ethnic group was greatest -- 131 percent -- for Black candidates, whose number increased from 102 to 236. The number of Filipino degree recipients also showed a substantial increase -- 82 percent, from 28 to 51 -- while that of Latino recipients grew by 61 percent -- from 223 to 359. The number of Asian recipients rose by 51 percent -- from 398 to 599 -- while that of White recipients increased by 9 percent -- from 3,481 to 3,797.

As a result of these differences in growth rate, the racial/ethnic diversity of the University's master's degree recipients changed to a much greater degree than was true at the State University. White students' representation among these degree recipients dropped from 81 percent in 1986-87 to 74 percent in 1992-92, while Black students' representation nearly doubled from 2.4 percent to 4.6 percent. The representation of Asian students grew from 9.3 percent to 11.7 percent, while that of Latino students rose from 5.2 percent to 7.0 percent (Display 46).

The major fields of concentration among master's degree recipients from different racial/ethnic groups were quite diverse. The majority of Asians earned master's degrees in engineering, business, and health professions while the emphasis among Filipinos was in these same fields but in reverse order of preference. Business, health professions, and social sciences were the first three most prevalent majors for Black and Latino master's degree recipients, however, architecture was the fourth most common

major for Black candidates while for Latinos, education and visual and performing arts were preferred. Among Native American master's degree recipients, social sciences, business, health professions, education, and public administration were the most common majors. White majors degrees tended to be concentrated in business, health professions, engineering, and social sciences.

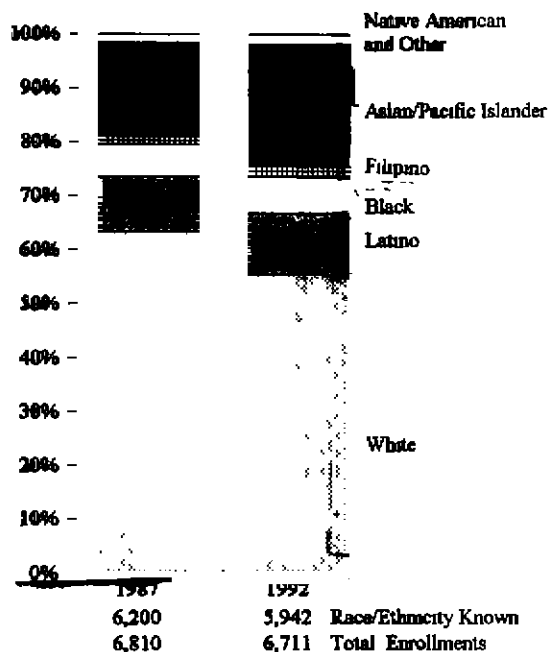
First-professional degree program enrollments Enrollments in first-professional degree programs, which are quite tightly controlled by the University, were relatively stable over the last six years, showing only a slight decline -- from 6,878 to 6,711. Because admission to these professional programs is so fiercely competitive, the program administrators have a substantial and diverse pool of students with relatively similar credentials from which to choose. Over the last six years, these programs have enrolled an increasingly diverse population of students.

♦ **Gender** The number of women enrolled in these programs grew by 6.9 percent (from 3,017 to 3,225) while the number of men dropped by 8.1 percent (from 3,793 to 3,486) -- resulting in an increase in the representation of women from 44.3 to 48.1 percent between Fall 1987 and Fall 1992.

♦ **Racial/ethnic background** Asian enrollments in these professional programs expanded from 1,087 to 1,214, and Filipino enrollments from 83 to 140 -- a 21

percent and 69 percent increase, respectively. Black enrollments grew from 372 to 402 -- a 8 percent increase -- and Latino enrollments grew from 100 to 121 -- a 6 percent increase. White enrollments dropped 16 percent -- from 3,926 to 3,296. As a result, the enrollments in the University's professional schools in Fall 1992, as shown in Display 47 at the left, are the most racially and ethnically diverse population of graduate students in California postsecondary education.

DISPLAY 47 Racial/Ethnic Background of First-Professional Degree Students at the University of California, Fall 1987 and Fall 1992



Source: California Postsecondary Education Commission
See Table 35 on page 73 below

First professional degree recipients: The number of first professional degrees awarded by the University declined slightly over the six years from 1986-87 to 1991-92, with a smaller decline in the health fields (including veterinary medicine) than in law.

♦ **Gender** The relatively small decline in health-field degrees resulted from a 17 percent drop in the number of male recipients -- from 650 in 1986-87 to 537 in 1991-92. The number of women earning these degrees rose by 22 percent -- from 432 to 528. As a result, the representation of women among these degree recipients

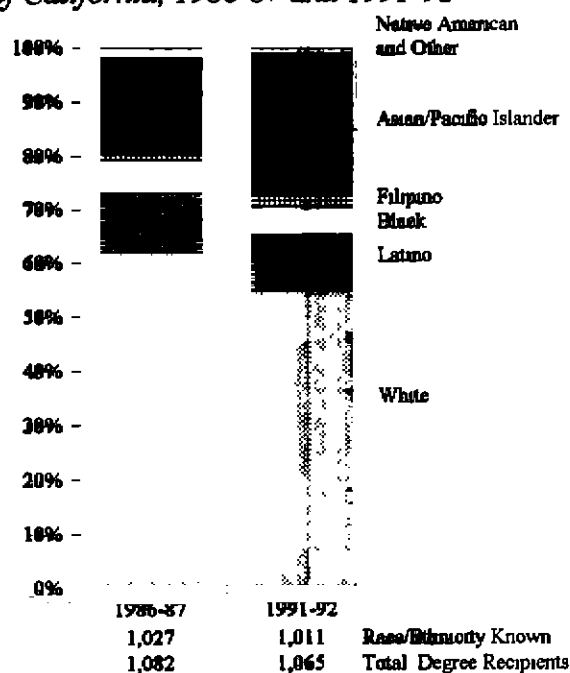
ents improved nearly 10 percentage points -- from 39.9 percent to 49.6 percent

Among recipients of law degrees, the number of women declined by 17 percent -- from 355 in 1986-87 to 313 in 1991-92. The number of men increased by 1 percent -- from 410 to 415. As a result, the representation of women among new law graduates decreased from 46.6 percent to 43.0 percent.

♦ *Racial/ethnic background* Only among Asian and Filipino candidates did the number of professional degrees awarded in health fields increase -- from 194 to 287. The number awarded candidates from every other racial/ethnic group decreased. Those earned by Black candidates declined from 64 to 53, by Latino candidates from 114 to 105, and by White candidates from 636 to 555. As a result, the representation of Asians and Filipinos increased from 18.9 percent to 28.4 percent, but Black representation declined from 6.2 percent to 5.2 percent while that of Latino candidates dropped from 11.1 percent to 10.4 percent and that of White candidates dropped from 61.9 percent to 54.9 percent (Display 48).

In the field of law, the number of White degree recipients declined -- from 526 to 458, while Asian and Filipino degree recipients increased by 8 percent -- from 76 to 82. Black degree recipients grew from 46 to 60 -- a 30 percent increase -- and new Latino law school graduates expanded from 59 to 80 -- a 36 percent increase. Consequently the University's 1991-92 graduating class in law was more racially and ethnically diverse than the 1986-87 class (Display 49, page 53). While the representation of White recipients declined from 73.5 to 66.2 percent, the representation of Black law graduates grew from 6.4 to 8.7 percent, that of Latino graduates increased from 8.2 to 11.6 percent, and that of Asian and Filipino rose from 10.6 to 11.8 percent, yielding a group of new law graduates whose composition is more congruent with the composition of the State's overall population.

DISPLAY 48 Racial/Ethnic Background of First-Professional Degree Recipients in the Health Fields at the University of California, 1986-87 and 1991-92

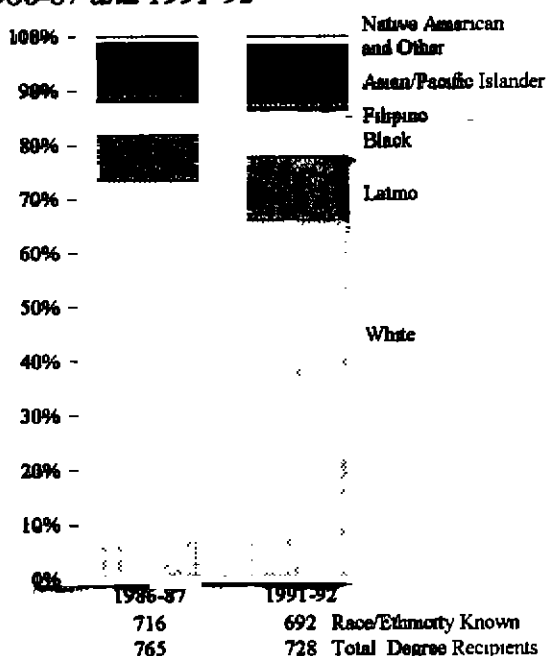


Source: California Postsecondary Education Commission.
See Table 36 on page 73 below.

Doctoral degree enrollments Enrollments in doctoral programs at the University grew at a substantial rate in the first half of the last decade and over the last six years continued to grow at a somewhat slower rate -- 13 percent -- with enrollments expanding from 17,440 to 19,779.

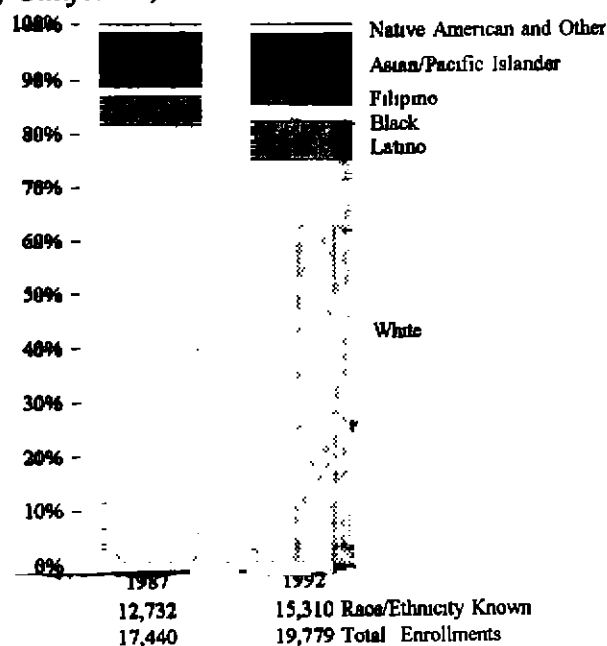
♦ *Gender* Over those six years, the enrollment of men increased by 9 percent -- from 11,138 to 12,151 -- while the enrollment of women expanded by 21 percent -- from 6,303 to 7,628. Thus the representation of women among doctoral students grew from 36.1 percent to 38.6 percent.

DISPLAY 49 Racial/Ethnic Background of First-Professional Degree Recipients in Law at the University of California, 1986-87 and 1991-92



Source: California Postsecondary Education Commission
See Table 37 on page 73 below

DISPLAY 50 Racial/Ethnic Background of Doctoral Degree Students at the University of California, Fall 1987 and Fall 1992



Source: California Postsecondary Education Commission
See Table 38 on page 73 below

♦ *Racial/ethnic background:* Below-average growth in the enrollment of White students -- 11 percent -- occurred at the same time as substantially above-average growth rates were occurring among students from every other racial/ethnic group. The number of Filipino doctoral students nearly tripled -- a 154 percent increase, from 52 to 132 -- while the number of Black doctoral students grew by 92 percent -- from 253 to 487. Latino enrollments grew by 62 percent -- from 659 to 1,067 -- while Asian enrollments grew 57 percent -- from 1,150 to 1,804. By 1992, doctoral program enrollments were considerably more diverse than they had been historically (Display 50), but they continued to be less diverse than the most recent cohort of baccalaureate degree recipients or students in master's programs.

Doctoral degree recipients: Between 1986-87 and 1991-92, the number of doctoral degrees awarded by the University increased by 25 percent -- from 2,023 to 2,527.

♦ *Gender:* While the number of doctoral degrees awarded to men and women increased, the rates of growth varied considerably.

- The number of male recipients grew by 24 percent -- from 1,385 to 1,715. This slightly below-average rate of growth resulted in the representation of men among new doctoral degree holders declining slightly, from 68.5 to 67.9 percent of the total. The majority of doctoral degrees awarded men were in the fields of engineering, physical sciences, and biological sciences.
- The number of women earning doctorates grew by 27 percent -- from 638 to 812, improving their representation among these graduates by less than one percentage point -- from 31.5 to 32.1 percent. Most doctoral degrees awarded women were in the fields of biological sciences, social sciences, physical sciences, and education.

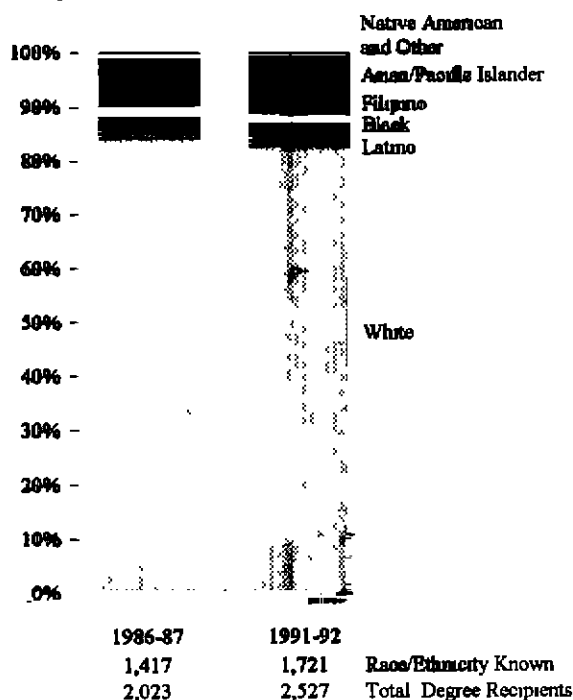
♦ *Racial/ethnic background:* Similarly, the number of doctoral degrees awarded to students from

all racial/ethnic groups increased, but with similar variations

- The number of Asian degree recipients grew by 51 percent from 113 to 171 -- the greatest rate of increase for any group -- thus increasing their representation among new University doctoral recipients from 8.0 percent to 9.9 percent over the last six years. The majority of doctoral degrees awarded Asians were in the fields of engineering, physical sciences, and biological sciences.
- The number of Black recipients expanded by only 8 percent, from 36 to 39 degrees. Black representation among new doctoral degree recipients declined from 2.5 percent to 2.3 percent. Most Black doctorates received their degrees in education, social sciences, physical sciences, and biological sciences.
- The number of Latino recipients increased by 31 percent -- from 55 to 72 -- resulting in a small improvement in their representation among new doctoral degree recipients -- from 3.9 percent to 4.2 percent. The most prevalent fields of study for Latino doctorates were biological sciences, education, and physical sciences.
- The increased number in White recipients from 1,191 to 1,431 constituted a 20 percent increase, resulting in a small decline in the representation of White students among new doctoral degree recipients -- from 84.1 percent to 82.7 percent.

The majority of White doctorates received their degrees in biological sciences, physical sciences, social sciences, and engineering.

DISPLAY 51 Racial/Ethnic Background of Doctoral Degree Recipients at the University of California, 1986-87 and 1991-92



While the University's 1991-92 pool of new doctorates was somewhat more racially and ethnically diverse than it has been historically (Display 51), it was less diverse than current doctoral program enrollments and is thus the least diverse student population in California public higher education. Nonetheless, recent increases in the diversity of doctoral program enrollments portend greater diversity among new doctorates in the future.

California's independent colleges and universities

In Fall 1992, 99 independent colleges and universities reported awarding 15,075 master's degrees. At that time, 46 institutions reported awarding 2,156 doctorates. Because of variations in the number of institutions reporting each year, historical comparison data are not available.

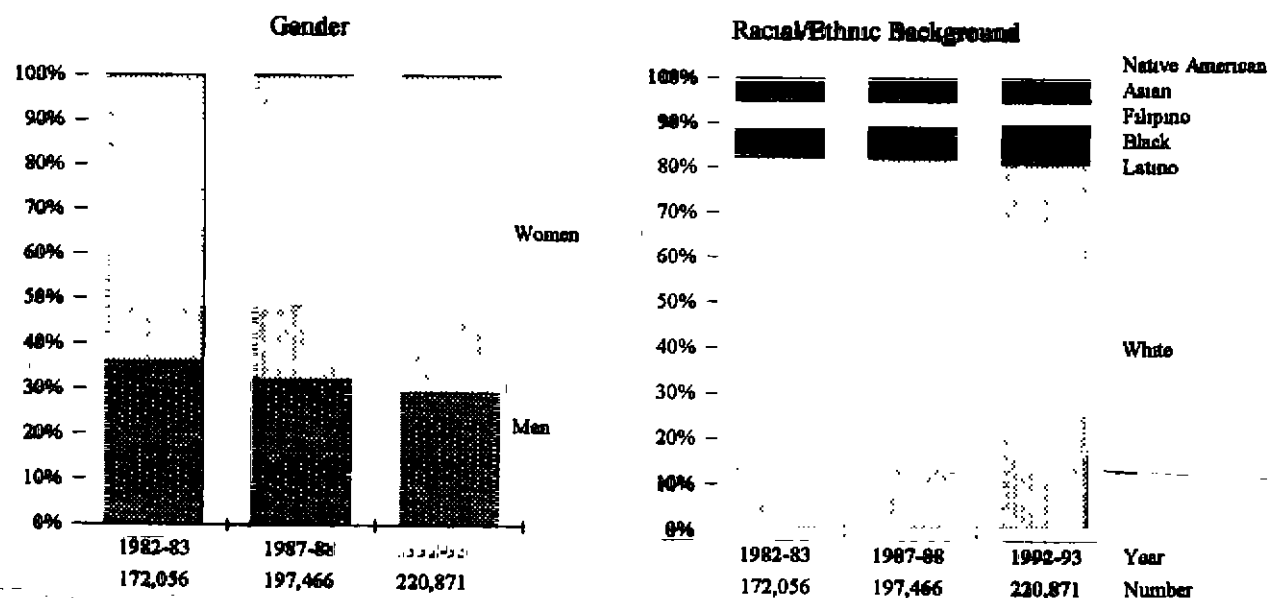
**Professional
instructional staffs
at California's
schools, colleges,
and universities**

Thus far in this report, the Commission has provided a detailed quantitative overview of the students participating in California's educational enterprise from kindergarten through graduate school -- the "consumers" of instruction in California. The "providers" of instruction -- the faculty of California's educational institutions -- are critical components when considering the state of the educational enterprise. There are many important factors related to faculty that are pertinent to assessing educational conditions -- the nature, extent and quality of their preparation, the knowledge and experience in their subject matter as well as in educating students of diverse cultural backgrounds and learning styles. Most of these issues are far beyond the scope of this report. Yet because the primary focus of this report is the diversity among students, this section focuses on the diversity of faculty and the importance of this diversity in providing role models of learning and teaching for the State's diverse student population.

Public schools

During 1992-93, California's public schools employed 220,871 teachers. While the number of teachers has grown 11.9 percent over the last five years (Display 52), this growth has not kept pace with expansion in student enrollment -- 15.8 percent -- resulting in a larger student/teacher ratio. Teachers not only have larger classes but, as earlier sections of this report clearly indicated, these students are more varied in their educational needs.

DISPLAY 52 *Gender and Racial/Ethnic Characteristics of the Instructional Faculty in California's Public Schools, 1982-83, 1987-88, and 1992-93*



Source: California State Department of Education. See Table 40 on page 74 below.

Gender: Women have comprised the majority of public school teachers for the last half century. Their representation among the public school teaching ranks has steadily grown such that by 1992-93, they constituted 70.8 percent of all teachers -- up from 64.1 percent a decade before and from 68.1 percent in 1987-88.

Racial/ethnic background: On the other hand, over the last five years -- indeed, over the last 10 years -- the racial/ethnic composition of public school teachers has remained relatively stable, as Display 52 illustrates. White teachers continue to comprise over 81 percent of the teaching cadre. While the representation of Latino teachers has improved somewhat -- from 6.9 percent in 1987-88 to 8.3 percent in 1992-93, the representation of Black teachers actually declined from 6.1 percent to 5.5 percent over this same period. The representation of Asian and Filipino teachers -- 4.3 percent -- has remained relatively unchanged.

While growth in Latino participation in post-baccalaureate programs holds some promise for continued growth in Latino representation among teachers, it lags far behind Latino representation in the pupil population. The decline in participation of Asian students in post-baccalaureate programs suggests little likelihood that the proportion of Asian teachers will grow to levels consistent with their representation among public school students. Decreasing Black participation in post-baccalaureate programs portend continued reductions in their representation among teachers.

Disabilities. Currently no data are available on public school faculty who are disabled. Given that nearly 10 percent of public school pupils are such who are served through special education for disabled students, the value of disabled teachers as role models for a substantial number of students needs attention.

Summary. The need to improve the numbers of teachers from currently underrepresented groups in the school work force has been recognized in numerous pieces of legislation. The importance of these teachers as role models for learning for these students is well documented in the literature. Many new efforts are underway to expand the pool of students from underrepresented groups whose interest in teaching can be encouraged and supported through completion of their teacher training and their entry into the profession. Success of these efforts are of tremendous importance to the schools, their students, and to the State.

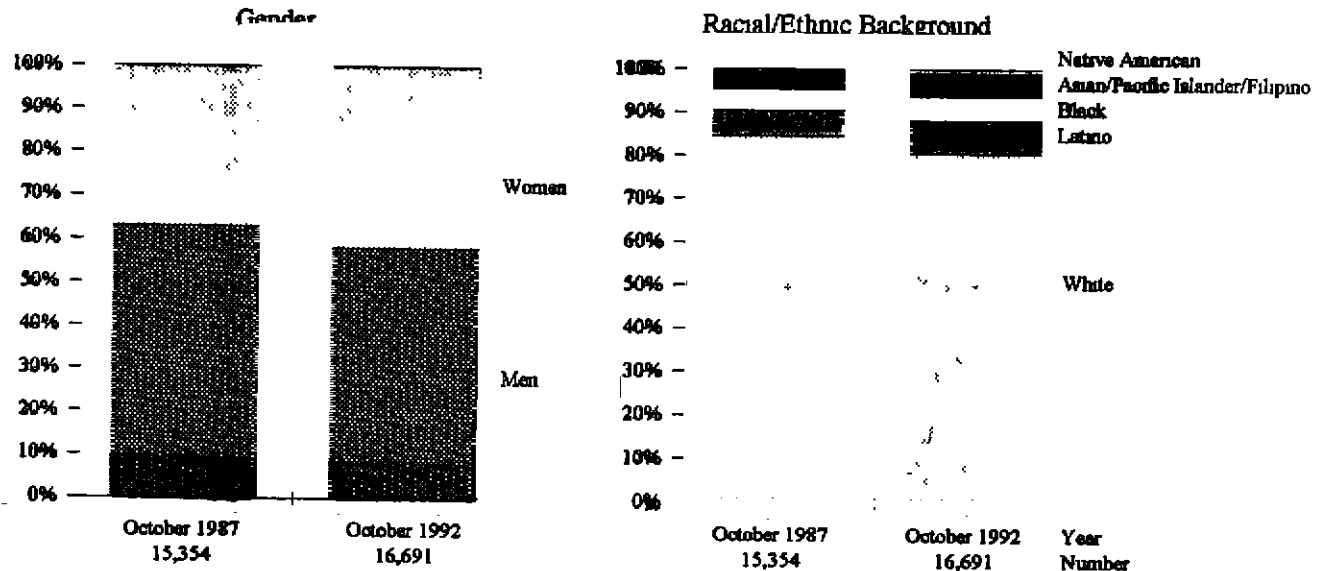
Community colleges

In Fall 1992, the California Community Colleges employed 44,191 faculty -- a 9.4 percent increase over the Fall 1987 faculty level of 40,404. Of these, 62 percent were part-time faculty. The demographics of full-time and part-time faculty are somewhat different, as Displays 53 and 54 on page 57 show, and thus it is useful to examine each group separately.

Full-time faculty: The number of full-time faculty grew at a somewhat slower-than-average rate over the past five years -- 8.7 percent rather than 9.4 -- increasing from 15,354 to 16,691.

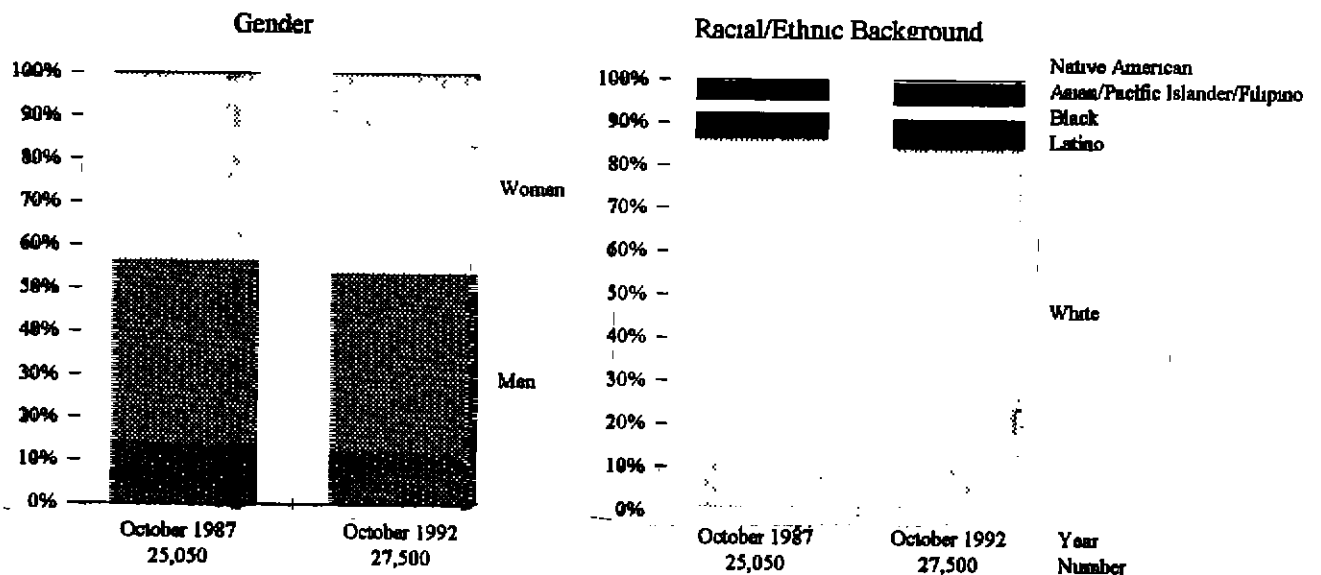
- ♦ *Gender*: During this period, the representation of women increased substantially, from 37.1 percent in 1987 to 41.9 percent in 1992
- ♦ *Racial/ethnic background*: While the representation of White faculty members continued to exceed 80 percent, some increases occurred in the representation of faculty from most other racial/ethnic groups, most notably for Latinos -- from 5.8

DISPLAY 53 *Gender and Racial/Ethnic Characteristics of the Full-Time Faculty in the California Community Colleges, October 1987 and October 1992*



Source: California Community Colleges Staff Data File. See Table 41 on page 74 below.

DISPLAY 54 *Gender and Racial/Ethnic Characteristics of the Part-Time Faculty in the California Community Colleges, October 1987 and October 1992*



Source: California Community Colleges Staff Data File. See Table 41 on page 74 below.

percent to 7.6 percent -- and for Asians -- from 3.5 percent to 4.8 percent. Black representation increased from 5.2 percent to 5.8 percent while Native American representation grew from 0.6 percent to 1.0 percent. No change occurred in Filipino representation of 0.4 percent.

- ♦ *Disabilities.* Personnel data for community college faculty has not historically included information on disabilities. The system is currently planning to collect data on disability status in Fall 1994. Future reports of this type will include this information.

Part-time faculty: The number of part-time faculty expanded at a greater rate -- 9.8 percent -- than that of full-time faculty over the last five years, growing from 25,050 to 27,500. However, changes in the composition of the part-time faculty were much smaller than were the case for the full-time faculty.

- ♦ *Gender.* Women comprise a greater proportion of the part-time faculty -- 46.7 percent -- and their representation has grown by 3 percentage points over the last five years.

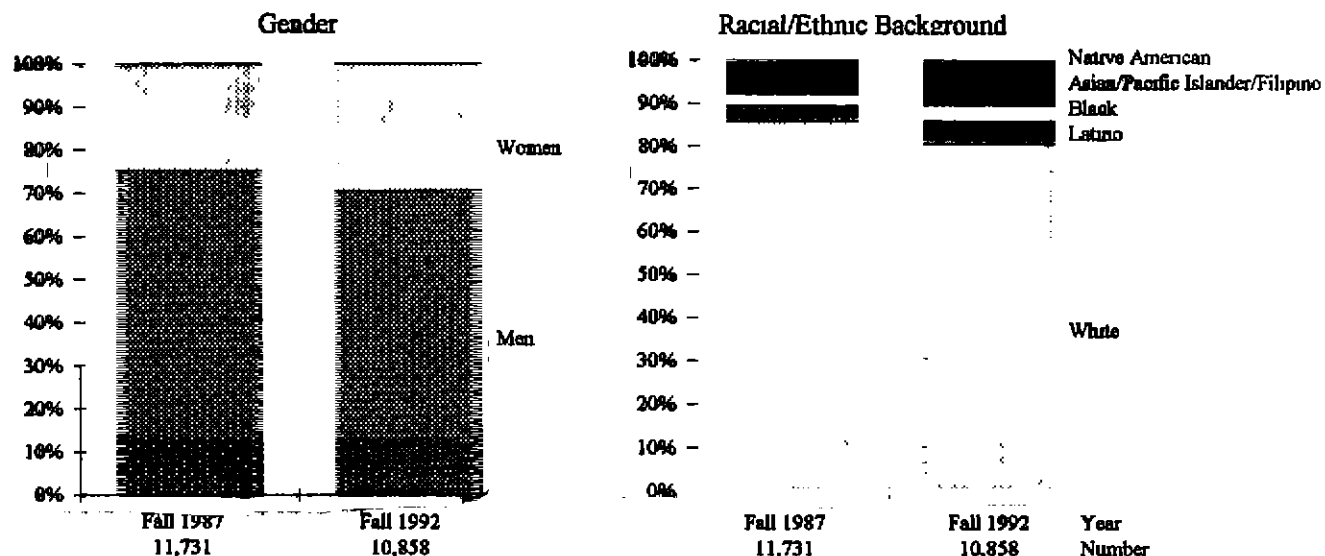
- ♦ *Racial/ethnic background.* The representation of White part-time faculty declined from 86.5 percent to 84.3 percent, but the representation of Asian part-time faculty grew from 3.5 percent to 4.3 percent, Black part-time faculty increased from 3.5 percent to 3.9 percent, Latino part-time faculty expanded from 5.4 percent to 6.2 percent, Native American part-time faculty grew from 0.6 percent to 0.8 percent, and Filipino part-time faculty representation also increased slightly from 0.4 percent to 0.5 percent.

Summary: As a master's degree is usually a minimum qualification for most faculty appointments at community colleges, growth in the diversity of master's program enrollments and degree recipients identified earlier in this report hold promise for increasing the diversity of this system's faculty. While continuation and expansion of efforts to diversify the full-time faculty need ongoing attention, to the extent faculty growth continues to occur disproportionately in the part-time ranks, additional efforts are needed to recruit and hire a more diverse set of part-time faculty as well. Because community colleges provide the first collegiate experience for most of California's Black and Latino college students, as well as those with disabilities, the importance of faculty as role models for academic learning cannot be overemphasized.

The California State University

In contrast to the community colleges, the California State University employed fewer full-time faculty in 1992 than in 1987 -- decreasing from 11,731 to 10,858. Nonetheless, this five-year comparison masks the actual trend over the period, during which the size of the faculty increased through 1990 and then began to decrease in 1991 and continued in 1992. Over the half-decade, the State University has expanded the diversity of its faculty, as Display 55 on page 59 illustrates.

DISPLAY 55 Gender and Racial/Ethnic Characteristics of the Full-Time Faculty in the California State University, Fall 1987 and Fall 1992



Source: California State University Affirmative Action Progress Reports. See Table 42 on page 75 below.

Gender. The representation of women increased from 24.8 percent in 1987 to 29.6 percent in 1992.

Racial/ethnic background. Although White faculty continue to comprise over 80 percent of full-time faculty, some growth in the representation of faculty from other racial/ethnic groups has occurred. Asian faculty representation increased from 7.3 percent to 9.7 percent, Latino representation grew from 3.6 percent to 5.3 percent, and Black representation expanded from 2.8 percent to 3.9 percent, while the representation of Native American faculty was unchanged at 0.5 percent.

Disabilities. The California State University is in the preliminary stages of developing data on disabilities for its employees. Currently, it estimates that 1.9 percent of its employees are disabled. The proportion of faculty who are disabled may be somewhat larger than this systemwide estimate, but this perception will need to await further improvements in faculty surveys for confirmation.

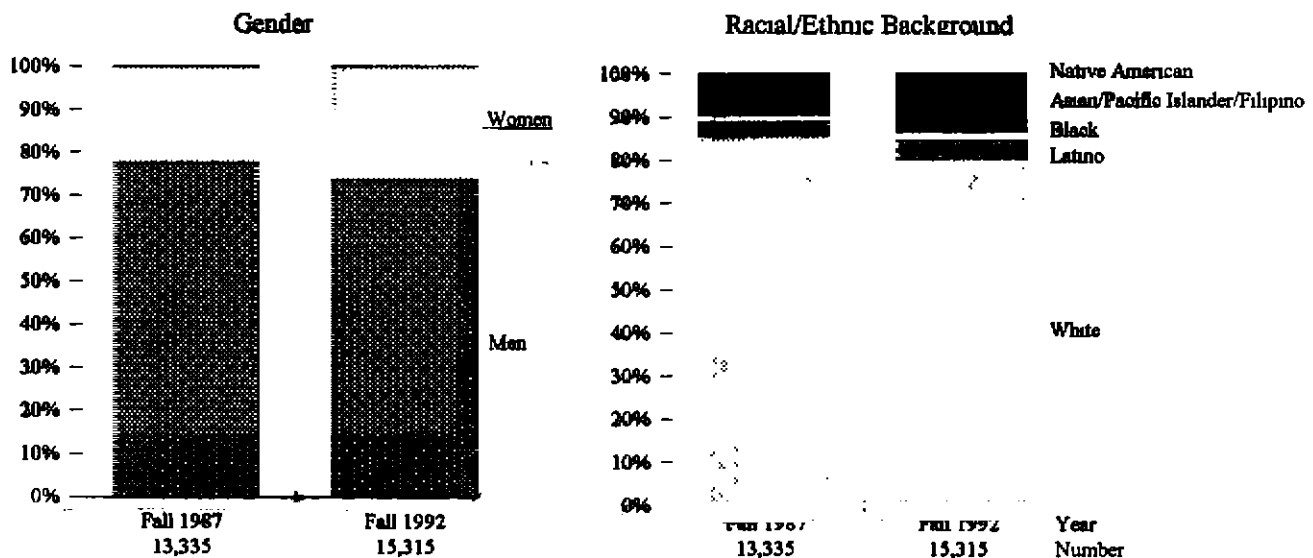
Summary. A doctoral degree -- again in very general terms -- is a minimum qualification for a faculty appointment at the State University. The relatively slow rate of change in the diversity of doctoral program enrollments and degree recipients raises concerns about the State's ability to continue to contribute to the pool of potential faculty members that will allow the State University to replenish its faculty with qualified individuals from diverse backgrounds. As the State University continues to serve an increasingly diverse student population, the importance of faculty diversity becomes critical.

University of California

In Fall 1992, the University of California employed 15,315 full-time faculty -- 14.8 percent more than its Fall 1987 total of 13,335. Although all ranks of faculty increased, most of this growth occurred in the assistant professor and non-ladder-rank categories.

Over this period, the University made some progress in diversifying its faculty, as Display 56 below shows.

DISPLAY 56 *Gender and Racial/Ethnic Characteristics of the Full-Time Faculty in the University of California, Fall 1987 and Fall 1992*



Source: University of California EEO-6 Reports. See Table 43 on page 75.

Gender The representation of women faculty grew from 22.5 percent to 26.7 percent.

Racial/ethnic background The representation of White faculty continues to exceed 80 percent, but the representation of faculty from other racial/ethnic groups increased -- most notably Asian representation increased from 9.2 percent to 13.1 percent. The representation of Latino faculty grew from 3.1 percent to 4.1 percent, while Black faculty representation expanded from 1.8 percent to 2.3 percent and Native American faculty representation increased from 0.2 percent to 0.3 percent.

Disabilities The representation of persons with disabilities among University faculty is very low. The University's data show that it has 27 disabled faculty members. While this is likely to be an undercount due to self-identification issues and limited data, their underrepresentation needs further consideration and more comprehensive data about students with disabilities in doctoral programs are needed for that consideration.

Summary. The University has made some progress in diversifying its faculty, but substantial disparities between the composition of the student and faculty populations persist. The congruence between diversity of current doctoral candidates and the faculty raise concerns about the mechanisms the University can use to diversify its faculty further. That the recent expansion of the junior faculty did not contribute more dramatically to the diversity of the faculty underscores the difficulties to be resolved. Yet the importance of the diversification of the faculty cannot be overemphasized for the health of the system, its students, and the State as a whole.

Independent colleges and universities

Analytic efforts are currently underway to establish a consistent basis for describing the diversity of the faculty of independent colleges and universities that can be included in future reports of this type.

APPENDIX

TABLE 1 *Racial/Ethnic Composition of California's Population, Actual 1980 and 1990 and Projected 2000 to 2040*

	<u>1980</u>	<u>1990</u>	<u>2000</u>	<u>2010</u>	<u>2020</u>	<u>2030</u>	<u>2040</u>
Other*	1,575,769	2,950,511	3,998,683	4,855,312	5,719,656	6,634,433	7,525,189
Black	1,783,810	2,116,415	2,470,721	2,784,269	3,118,197	3,440,240	3,756,709
Latino	4,544,331	7,740,303	11,512,704	15,401,250	20,076,972	25,503,096	31,506,365
White	<u>15,763,992</u>	<u>17,198,646</u>	<u>18,461,749</u>	<u>19,367,306</u>	<u>20,261,693</u>	<u>20,521,959</u>	<u>20,554,792</u>
Total	23,667,902	30,005,875	36,443,857	42,408,137	49,176,518	56,099,728	63,343,055

* Includes Asians, Pacific Islanders, Filipinos, Native Americans, and Others

Source U S Bureau of the Census, 1980, 1990, and California State Department of Finance, Demographic Research Unit, 1993 *Population Projections*

Reference Display 2 on page 5
and Display 4 on page 6

TABLE 2 *Estimated Racial/Ethnic Composition of California's Population of Children Under 18 Years Old and of Those Who Are Living in Poverty, 1989*

	<u>All Children Under 18</u>		<u>Children Living in Poverty</u>		<u>Percent Living in Poverty</u>
	<u>Number</u>	<u>Composition</u>	<u>Number</u>	<u>Composition</u>	
Asian*	771,300	10 03%	146,068	11 03%	18 94%
Black	629,734	8 14	187,209	14 14	29 73
Latino	2,696,738	34 84	713,980	53 91	26 48
Native American	51,977	0 67	13,056	0 99	25 12
White	<u>3,536,713</u>	<u>45 70</u>	<u>264,094</u>	<u>19 94</u>	7 47
Total	7,563,329	99 38%	1,380,275	100 1%	18 25%

* Includes Asians, Pacific Islanders and Filipinos

Source U S Bureau of the Census, 1990

Reference Display 5 on page 7

TABLE 3 *California's Public School Students Identified as Limited English Proficient, 1987 to 1992*

<u>Year</u>	<u>Number</u>	<u>Percent</u>
1987	613,224	14 0%
1988	652,439	14 5
1989	742,559	16 1
1990	861,531	18 1
1991	986,462	19 9
1992	1,078,705	21 1

Source California State Department of Education, *Language Census Report, 1992*

Reference Display 6 on page 8

TABLE 4 *Racial/Ethnic Composition of California's Public School Enrollments, 1981 and 1991, and of the State's Population, 1990 and 2000*

	Public School Enrollment, 1991	State Population, 1990	Public School Enrollment, 1991	Projected State Population, 2000
Black	9.9	7.0	8.6	6.0
Other	8.0	10.0	11.7	11.0
Latino	25.8	25.8	35.3	31.6
White	56.4	57.2	44.5	50.7

Source: U.S. Bureau of the Census and California State Department of Education, California Basic Education Data System (CBEDS)

Reference: Display 8 on page 11

TABLE 5 *Racial/Ethnic Composition of California's Elementary and Secondary School Enrollments, 1992-93, and of the Public High School Graduating Class, 1992*

	Elementary School Enrollment, 1992-93	Secondary School Enrollment, 1992-93	Public High School Graduates, 1992
Native American	0.8	1.0	0.9
Black	8.6	8.4	7.2
Asian/Pacific Islander	10.4	12.1	14.3
Latino	35.9	33.8	27.1
White	44.4	44.7	50.6

Source: California State Department of Education, California Basic Education Data System (CBEDS)

Reference: Display 9 on page 11

TABLE 6 *Dropout Rates in California's Public High Schools by Racial/Ethnic Group, 1986, 1990, 1991, and 1992*

	<u>1986</u>	<u>1990</u>	<u>1991</u>	<u>1992</u>
Asian	16.3	10.9	10.3	9.2
Pacific Islander	22.8	22.8	18.5	16.0
Filipino	19.8	12.9	10.5	10.2
Black	35.7	32.8	29.4	26.4
Native American	25.6	21.1	18.9	19.2
Latino	35.1	29.1	27.2	24.6
White	<u>20.2</u>	<u>14.4</u>	<u>12.0</u>	<u>10.8</u>
Total	25.0	20.1	18.2	16.6

Source: California State Department of Education, California Basic Education Data System (CBEDS)

Reference: Display 10 on page 12

TABLE 7 *Dropout Rates in California's Public High Schools by County, 1986, 1990 to 1992*

<u>County</u>	<u>1986</u>	<u>1990</u>	<u>1991</u>	<u>1992</u>	<u>County</u>	<u>1986</u>	<u>1990</u>	<u>1991</u>	<u>1992</u>
Alameda	14 7%	15 0%	14 1%	11 9%	Orange	19 9%	15 8%	16 1%	12 0%
Amador	12 6	7 5	5 5	3 1	Placer	15 9	13 6	12 4	12 1
Butte	16 6	12 9	10 9	11 3	Plumas	5 9	12 1	10 3	7 3
Calaveras	13 6	8 4	5 2	7 3	Riverside	27 0	24 2	16 8	16 4
Colusa	7 3	5 8	5 1	4 4	Sacramento	32 1	23 1	18 9	20 3
Contra Costa	12 7	12 3	9 6	7 7	San Benito	18 9	17 4	15 5	15 4
Del Norte	24 8	25 3	16 6	20 0	San Bernardino	31 1	20 3	19 3	17 4
El Dorado	15 1	13 4	12 0	11 8	San Diego	24 9	16 2	11 4	10 9
Fresno	23 0	22 1	22 5	20 9	San Francisco	31 3	17 7	19 4	20 9
Glenn	9 8	17 7	15 5	9 2	San Joaquin	27 4	17 2	14 3	13 4
Humboldt	16 9	16 5	12 0	13 8	San Luis Obispo	20 1	15 7	11 8	12 2
Imperial	21 5	7 4	8 7	9 8	San Mateo	14 6	14 7	12 8	11 2
Inyo	15 8	17 7	13 1	19 3	Santa Barbara	16 2	9 2	10 8	10 1
Kern	41 9	27 8	22 9	23 5	Santa Clara	18 3	14 4	10 3	8 8
Kings	18 6	12 3	13 2	9 1	Santa Cruz	20 8	14 0	11 7	13 0
Lake	15 8	16 2	15 4	10 8	Shasta	15 1	21 1	19 5	19 6
Lassen	14 1	10 9	8 8	5 9	Sierra	5 5	5 4	10 6	10 2
Los Angeles	31 4	27 9	26 2	23 7	Siskiyou	17 0	13 3	14 9	12 8
Madera	28 3	8 3	7 1	12 9	Solano	15 8	13 4	11 9	10 9
Marin	11 1	4 1	5 6	5 1	Sonoma	24 6	12 5	12 5	11 5
Mariposa	36 6	3 2	28 1	31 5	Stanislaus	22 4	23 2	21 6	15 7
Mendocino	17 3	17 6	14 2	16 1	Sutter	17 9	9 2	10 8	12 2
Merced	30 6	14 1	21 0	18 8	Tehama	20 2	12 5	7 7	8 4
Modoc	12 9	8 5	10 4	10 9	Trinity	20 8	12 0	10 7	12 5
Mono	5 7	5 1	5 2	7 7	Tulare	23 5	15 1	15 8	15 8
Monterey	15 0	14 2	13 7	11 1	Tuolumna	17 7	26 1	12 8	10 5
Napa	8 7	9 8	3 6	3 3	Ventura	17 1	10 9	10 7	9 8
Nevada	11 2	16 6	7 2	12 8	Yolo	18 0	17 1	17 7	17 0
Yuba	21 6	16 0	16 3	14 6					

Source California State Department of Education,
California Basic Education Data System (CBEDS)

Reference Supplement to Table 6
and to the footnote on page 12

TABLE 8 *Racial/Ethnic Composition of California's 16- to 19-Year-Old Population and Those Who Had Dropped out of High School and Were Not Currently Enrolled, 1990*

	<u>All Youth</u>		<u>Nongraduates</u>		<u>Nongraduates</u> As a Percent of All Youth
	<u>Number</u>	<u>Composition</u>	<u>Number</u>	<u>Composition</u>	
Asian	177,112	10 73%	8,361	3 56%	4 72%
Black	127,341	7 72	15,577	6 63	12 23
Latino	569,559	34 52	144,691	61 56	25 40
Native American	11,765	0 71	1,625	0 69	13 81
Other	22,729	1 38	9,324	3 97	41 02
White	<u>741,526</u>	44 94	<u>55,438</u>	23 59	7 48
Total	1,650,031		235,042		14 24%

Source California Postsecondary Education commission staff estimates from U S Bureau of the Census, 1990

Reference Display 11 on page 13

TABLE 9 Racial/Ethnic Composition of California Youth Authority Wards, 1991

<u>Asian</u>	<u>Black</u>	<u>Latino</u>	<u>Other</u>	<u>White</u>
6 1%	34 4%	42 5%	1 1	15 9%

Source California Department of the Youth Authority

Reference Display 12 on page 14

TABLE 10 Racial/Ethnic Composition of California's Public High School Graduating Class, 1981 and 1986 Through 1992

	<u>1981-82</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1992</u>
Asian*	15,149	24,011	25,839	28,786	30,032	32,866	32,937	34,921
Black	20,618	18,387	18,809	19,444	18,568	17,460	17,113	17,656
Native American	2,337	1,658	1,729	1,872	1,929	1,886	1,997	2,112
Latino	38,698	43,556	45,872	49,040	51,809	55,152	59,220	66,199
White	<u>165,370</u>	<u>141,408</u>	<u>145,165</u>	<u>150,376</u>	<u>142,291</u>	<u>128,927</u>	<u>122,852</u>	<u>123,704</u>
Total	242,172	229,020	237,414	249,518	244,629	236,291	234,119	244,592
Asian*	6 3%	10 5%	10 9%	11 6%	12 2%	14 0%	14 1%	14 3%
Black	8 5	8 0	7 9	7 8	7 6	7 4	7 3	7 2
Native American	1 0	0 7	0 7	0 8	0 8	0 8	0 9	0 9
Latino	16 0	19 0	19 3	19 7	21 2	23 3	25 3	27 1
White	68 3	61 8	61 2	60 3	58 2	54 6	52 5	50 6

*Category includes Asians, Pacific Islanders, and Filipinos

Source California State Department of Education, California Basic Education Data System (CBEDS)

Reference Display 13 on page 15

TABLE 11 Racial/Ethnic Background of California Public High School Graduates Completing "a-f" University Preparatory Curricula, 1986 and 1990 Through 1992

	<u>1986</u>		<u>1990</u>		<u>1991</u>		<u>1992</u>	
	<u>Number</u>	<u>Percent of Graduates</u>	<u>Number</u>	<u>Percent of Graduates</u>	<u>Number</u>	<u>Percent of Graduates</u>	<u>Number</u>	<u>Percent of Graduates</u>
Asian*	10,035	41 8%	15,831	48 1%	16,979	51 5%	18,053	51 7%
Black	3,398	18 5	4,435	25 4	4,845	28 3	4,814	27 3
Latino	6,916	15 9	10,730	19 4	12,735	21 5	13,938	21 1
Native American	273	16 5	369	19 5	397	19 9	430	20 4
White	39,107	27 7	42,770	33 1	42,203	34 4	42,311	34 2
Total	59,729	26 1	74,135	31 3	77,159	33 0	79,546	32 5
	<u>Composition</u>		<u>Composition</u>		<u>Composition</u>		<u>Composition</u>	
Asian*	16 8%		21 4%		22 0%		22 7%	
Black	5 7		6 0		6 3		6 1	
Latino	11 6		14 5		16 5		17 5	
Native American	0 5		0 5		0 5		0 5	
White	65 5		57 7		54 7		53 2	

*Category includes Asians, Pacific Islanders, and Filipinos

Source California State Department of Education, various years

Reference Display 14 on page 16

TABLE 12 *Percent of California Public High School Graduates Taking Advanced Placement Examinations as Twelfth Graders, by Racial/Ethnic Background, 1986, 1988, 1990, and 1992*

	<u>1986</u>	<u>1988</u>	<u>1990</u>	<u>1992</u>
Asian	13 22%	17 43%	19 71%	22 18%
Black	1 97	2 62	3 25	3 68
Latino	2 81	4 48	6 17	6 56
White	6 45	7 74	8 68	9 40
Total	7 05	8 43	9 97	10 96

Source The College Board, *Advanced Placement Bulletins*, various years

Reference Display 18 on page 19

TABLE 13 *Racial/Ethnic Background of Twelfth Grade Advanced Placement Test Takers from California Public Schools, 1986, 1988, 1990, and 1992*

	<u>1986</u>		<u>1988</u>		<u>1990</u>		<u>1992</u>	
	<u>Number</u>	<u>Composition</u>	<u>Number</u>	<u>Composition</u>	<u>Number</u>	<u>Composition</u>	<u>Number</u>	<u>Composition</u>
Asian	3,150	19 8%	5,016	23 9%	6,475	27 5%	7,747	28 9%
Black	356	2 2	509	2 4	567	2 4	650	2 4
Latino	1,206	7 6	2,195	10 4	3,399	14 4	4,344	16 2
White	8,979	56 4	11,638	55 3	11,173	47 5	11,630	43 4
Other	<u>2,218</u>	13 9	<u>1,671</u>	7 9	<u>1,919</u>	8 2	<u>2,442</u>	9 1
Total	15,909		21,029		23,533		26,813	

Source The College Board, *Advanced Placement Bulletins*, various years

Reference Display 19 on page 20

TABLE 14 *Racial/Ethnic Background of California's 1990 Public High School Graduates and of Graduates Eligible for Freshman Admission to the California State University and the University of California, Fall 1990*

	<u>1990 Graduating Class</u>	<u>California State University Eligible Pool</u>	<u>University of California Fully Eligible Pool</u>
Asian	10 5%	18 7%	27 5%
Black	7 4	4 0	3 1
Latino	23 5	11 7	7 4
White	54 6	60 2	56 3
Other	4 2	5 4	5 7

Source California Postsecondary Education Commission, 1990 Eligibility Study

Reference Display 21 on page 21 and Display 23 on page 22

TABLE 15 *Racial/Ethnic Composition of California's 16- to 19-Year Old Population and of Those Who Had Graduated from High School But Were Not Enrolled in Postsecondary Education, 1990*

	<u>All Youth</u>		<u>Graduates</u>		<u>Graduates</u>
	<u>Number</u>	<u>Composition</u>	<u>Number</u>	<u>Composition</u>	<u>As a Percent of All Youth</u>
Asian	177,112	10 73%	8,977	5 00%	5 07%
Black	127,341	7 72	18,077	10 06	14 20
Latino	569,559	34 52	50,598	28 16	8 88
Native American	11,765	0 71	1,748	0 97	14 86
Other	22,729	1 38	1,298	0 72	5 71
White	<u>741,526</u>	44 94	<u>98,976</u>	55 09	13 35
Total	1,650,031		179,674		10 89%

Source California Postsecondary Education Commission staff estimates from U.S. Bureau of the Census, 1990

Reference Display 25 on page 23

TABLE 16 *Racial/Ethnic Composition of the First-Time Freshman Class from California Public High Schools at the California Community Colleges, Fall 1986 Through Fall 1992*

	<u>1986</u>		<u>1987</u>		<u>1988</u>		<u>1989</u>		<u>1990</u>		<u>1991</u>		<u>1992</u>	
	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>
Asian	5,571	7 0%	5,439	7 3%	5,953	7 3%	6,577	7 6%	6,742	8 2	7,933	9 4%	8,353	9 9%
Black	6,837	8 6	6,166	8 2	6,449	7 9	6,709	7 8	6,448	7 8	6,495	7 7	6,655	7 9
Filipino	1,818	2 3	2,107	2 8	2,502	3 1	2,913	3 4	3,055	3 7	3,459	4 1	3,730	4 4
Latino	13,336	16 8	12,573	16 8	14,579	17 9	17,076	19 8	18,234	22 1	19,892	23 7	21,546	25 6
Native American	1,196	1 5	1,062	1 4	1,198	1 5	1,265	1 5	1,164	1 4	1,088	1 3	954	1 1
White	50,392	63 7	47,409	63 4	50,640	62 3	51,820	60 0	46,718	56 7	45,190	53 8	42,835	50 9

Source California Postsecondary Education Commission, adjusted college-going rate reports.

Reference Display 27 on page 27

TABLE 17 *Racial/Ethnic Composition of the First-Time Freshman Class from California Public High Schools at the California State University, Fall 1986 Through Fall 1992*

	<u>1986</u>		<u>1987</u>		<u>1988</u>		<u>1989</u>		<u>1990</u>		<u>1991</u>		<u>1992</u>	
	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>
Asian	3,183	15 3%	3,574	15 6%	3,886	16 7%	4,243	18 3%	4,348	20 0%	3,833	19 2%	3,320	19 8%
Black	1,312	6 3	1,473	6 4	1,442	6 2	1,560	6 7	1,693	7 8	1,674	8 4	1,477	8 8
Filipino	754	3 6	826	3 6	1,038	4 5	1,186	5 1	1,214	5 6	1,004	5 0	810	4 8
Latino	2,323	11 2	2,866	12 5	3,034	13 0	3,543	15 3	3,971	18 3	4,223	21 1	3,927	23 5
Native American	156	0 8	179	0 8	184	0 8	218	0 9	195	0 9	182	0 9	143	0 9
White	13,043	62 8	13,994	61 1	13,677	58 8	12,386	53 5	10,330	47 5	9,053	45 3	7,064	42 2

Source California Postsecondary Education Commission, adjusted college-going rate reports.

Reference Display 28 on page 28

TABLE 18 *Racial/Ethnic Composition of the First-Time Freshman Class from California Public High Schools at the University of California, Fall 1986 Through Fall 1992*

	<u>1986</u>		<u>1987</u>		<u>1988</u>		<u>1989</u>		<u>1990</u>		<u>1991</u>		<u>1992</u>	
	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>
Asian	3,372	21 9	3,578	22 0	3,931	23 6	4,025	25 8	4,447	29 5	4,776	32 6	5,114	33 6
Black	780	5 1	895	5 5	898	5 4	865	5 5	693	4 6	615	4 2	618	4 1
Filipino	586	3 8	649	4 0	620	3 7	547	3 5	575	3 8	573	3 9	602	4 0
Latino	1,484	9 6	1,737	10 7	1,895	11 4	2,131	13 7	2,062	13 7	1,977	13 5	2,032	13 4
Native American	106	0 7	163	1 0	185	1 1	177	1 1	151	1 0	182	1 2	143	0 9
White	9,054	58 9	9,238	56 8	9,095	54 7	7,845	50 3	7,134	47 4	6,530	44 6	6,690	44 0

Source California Postsecondary Education Commission, college-going rate reports

Reference Display 29 on page 29

TABLE 19 *Racial/Ethnic Composition of the First-Time Freshman Classes from California's Public High Schools at 31 California Independent Colleges and Universities, Fall 1989 Through Fall 1991*

	<u>1989</u>		<u>1990</u>		<u>1991</u>	
	<u>Number</u>	<u>Composition</u>	<u>Number</u>	<u>Composition</u>	<u>Number</u>	<u>Composition</u>
Asian	542	13 7%	621	14 7%	734	17 3%
Black	148	3 8	149	3 5	175	4 1
Latino	571	14 5	648	15 3	637	15 0
Native American	28	0 7	36	0 9	37	0 9
White	2,651	67 3	2,776	65 6	2,664	62 7

Source California Postsecondary Education Commission, first-time freshmen reports from institutions listed in Table 20

Reference Display 30 on page 31

TABLE 20 *California Independent Colleges and Universities Included in Table 19*

Azusa Pacific University	Mount St. Mary's College	Stanford University
Biola University	Occidental College	The Masters College
California Lutheran University	Pacific Union College	University of the Pacific
California Institute of Technology	Pepperdine University	University of Redlands
Claremont McKenna College	Pitzer College	University of San Diego
College of Notre Dame	Point Loma Nazarene College	University of San Francisco
Fresno Pacific College	Pomona College	University of Southern California*
Harvey Mudd College	St. Mary's College	Westmont College
Holy Names College	Santa Clara University	Whittier College
Loyola/Marymount University	Scripps College	Woodbury College
Mills College	Southern California College	

* The University of Southern California's data were not available for this report

Reference Table 19 on page 68

TABLE 21 *Racial/Ethnic Composition of New California Community College Transfers to the California State University, Fall 1987 Through Fall 1992*

	Fall 1987		Fall 1988		Fall 1989		Fall 1990		Fall 1991		Fall 1992	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Asian/Pacific Islander	2,721	10.6%	2,665	10.1%	2,607	10.3%	2,759	10.6%	2,714	10.8%	2,885	11.8%
Black	1,475	5.7	1,560	5.9	1,611	6.4	1,717	6.6	1,655	6.6	1,542	6.3
Filipino	567	2.2	636	2.4	678	2.7	768	2.9	739	3.0	813	3.3
Latino	2,875	11.2	3,019	11.4	3,092	12.3	3,615	13.8	3,862	15.4	3,902	16.0
Native American	334	1.3	288	1.1	312	1.2	359	1.4	350	1.4	368	1.5
White	17,789	69.1	18,260	69.1	16,932	67.1	16,924	64.7	15,696	62.7	14,934	61.1
Ethnic Total	25,761		26,428		25,232		26,142		25,016		24,444	
CCC Transfer Total	28,257		29,393		28,331		29,370		28,557		28,375	

Source California Postsecondary Education Commission

Reference Display 31 on page 33

TABLE 22 *Racial/Ethnic Composition of New Community College Transfers to the University of California, Fall 1987 Through Fall 1992*

	Fall 1987		Fall 1988		Fall 1989		Fall 1990		Fall 1991		Fall 1992	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Asian/Pacific Islander	708	14.0%	740	13.7%	780	13.7%	1065	15.9%	1095	16.4%	1,334	18.5%
Black	183	3.6	185	3.4	197	3.4	209	3.1	208	3.1	215	3.0
Filipino	115	2.3	95	1.8	94	1.6	147	2.2	134	2.0	189	2.6
Latino	525	10.4	639	11.8	680	11.9	796	11.9	923	13.9	995	13.8
Native American	51	1.0	82	1.5	78	1.4	101	1.5	107	1.6	94	1.3
White	3,466	68.7	3,673	67.8	3,882	68.0	4,366	65.3	4,191	62.9	4,393	60.8
Ethnic Total	5,048		5,414		5,711		6,684		6,658		7,220	
CCC Transfer Total	5,465		5,855		6,224		7,420		7,464		8,244	

Source California Postsecondary Education Commission

Reference Display 32 on page 34

TABLE 23 *Number of Disabled Students Served by Programs for Students with Disabilities in California's Three Public Systems of Postsecondary Education, 1988-89 and 1990-91*

	California Community Colleges	The California State University	University of California
1988-89	46,093	5,999	3,329
1990-91	52,486	7,995	3,773

Source California Postsecondary Education Commission

Reference Display 33 on page 35

TABLE 24 *Racial/Ethnic Background of Students Enrolled for Credit at the California Community Colleges, Fall 1983 Through Fall 1992*

		<u>Asian</u>	<u>Black</u>	<u>Filipino</u>	<u>Latino</u>	<u>Native American</u>	<u>Other</u>	<u>White</u>	<u>Total Known Ethnicity</u>	<u>All Students</u>
1983	Number	67,907	90,851	20,723	119,864	15,962	26,267	657,731	999,305	1,087,425
	Percent	6 8%	9 1%	2 1%	12 0%	1 6%	2 6%	65 8%		
1984	Number	66,825	75,276	21,233	112,632	14,099	23,415	614,124	927,604	1,005,576
	Percent	7 2%	8 1%	2 3%	12 1%	1 5%	2 5%	66 2%		
1985	Number	1,003	72,048	20,851	119,277	13,238	20,344	615,444	932,205	1,006,686
	Percent	7 6%	7 7%	2 2%	12 8%	1 4%	2 2%	66 0%		
1986	Number	75,307	76,786	22,369	129,769	13,649	20,068	637,553	975,501	1,046,099
	Percent	7 7%	7 9%	2 3%	13 3%	1 4%	2 1%	65 4%		
1987	Number	77,389	74,407	25,582	135,640	13,532	19,610	648,381	994,541	1,061,014
	Percent	7 8%	7 5%	2 6%	13 6%	1 4%	2 0%	65 2%		
1988	Number	79,187	76,283	28,370	146,401	14,313	21,469	656,985	1,023,008	1,093,152
	Percent	7 7%	7 5%	2 8%	14 3%	1 4%	2 1%	64 2%		
1989	Number	85,923	80,888	30,556	161,129	14,296	21,709	670,381	1,064,882	1,136,119
	Percent	8 1%	7 6%	2 9%	15 1%	1 3%	2 0%	63 0%		
1990	Number	91,433	87,106	33,842	176,391	19,432	19,229	669,884	1,097,317	1,205,565
	Percent	8 3%	7 9%	3 1%	16 1%	1 8%	1 8%	61 0%		
1991	Number	105,855	90,893	38,210	197,709	14,302	15,967	665,267	1,128,203	1,218,614
	Percent	9 4%	8 1%	3 4%	17 5%	1 3%	1 4%	59 0%		
1992	Number	108,712	85,812	37,778	204,400	13,005	15,347	580,859	1,045,913	1,143,427
	Percent	10 4%	8 2%	3 6%	19 5%	1 2%	1 5%	55 5%		

Source California Postsecondary Education Commission, 1993 Student Profile 1-11

Reference Display 34 on page 38

TABLE 25 *Racial/Ethnic Composition of the Undergraduate Student Body of the California State University, Fall 1983 through Fall 1992*

		<u>Asian</u>	<u>Black</u>	<u>Filipino</u>	<u>Latino</u>	<u>Native American</u>	<u>Other</u>	<u>White</u>	<u>Total Known Ethnicity</u>	<u>All Students</u>
1983	Number	22,628	14,583	4,334	21,519	3,250	4,670	156,654	227,638	253,421
	Percent	9 9%	6 4%	1 9%	9 5%	1 4%	2 1%	68 8%		
1984	Number	25,477	14,567	4,940	22,778	3,072	4,658	160,599	236,091	256,839
	Percent	10 8%	6 2%	2 1%	9 6%	1 3%	2 0%	68 0%		
1985	Number	27,834	14,414	5,521	24,210	2,957	5,062	163,826	243,824	262,759
	Percent	11 4%	5 9%	2 3%	9 9%	1 2%	2 1%	67 2%		
1986	Number	29,739	14,169	6,195	25,147	2,747	5,325	164,781	248,103	266,729
	Percent	12 0%	5 7%	2 5%	10 1%	1 1%	2 1%	66 4%		
1987	Number	31,525	14,499	6,959	27,309	2,713	5,494	166,561	255,060	273,987
	Percent	12 4%	5 7%	2 7%	10 7%	1 1%	2 2%	65 3%		
1988	Number	33,050	15,065	8,021	29,739	2,652	5,848	169,039	263,414	284,929
	Percent	12 5%	5 7%	3 0%	11 3%	1 0%	2 2%	64 2%		
1989	Number	35,115	15,669	9,095	32,149	2,601	6,227	166,287	267,143	289,173
	Percent	13 1%	5 9%	3 4%	12 0%	1 0%	2 3%	62 2%		
1990	Number	37,121	16,665	10,226	35,658	2,716	7,647	162,104	272,137	294,083
	Percent	13 6%	6 1%	3 8%	13 1%	1 0%	2 8%	59 6%		
1991	Number	37,161	16,659	10,454	38,070	2,677	7,643	151,832	264,496	287,815
	Percent	14 0%	6 3%	4 0%	14 4%	1 0%	2 9%	57 4%		
1992	Number	36,483	16,581	10,497	39,676	2,719	6,336	139,177	251,469	277,122
	Percent	14 5%	6 6%	4 2%	15 8%	1 1%	2 5%	55 3%		

Source California Postsecondary Education Commission, Student Profiles 1-10

Reference Display 35 on page 39

TABLE 26 *Racial/Ethnic Background of the Undergraduate Student Body of the University of California, Fall 1983 Through Fall 1992*

		<u>Asian</u>	<u>Black</u>	<u>Filipino</u>	<u>Latino</u>	<u>Native American</u>	<u>Other</u>	<u>White</u>	<u>Total Known Ethnicity</u>	<u>All Students</u>
1983	Number	14,481	3,974	2,211	6,285	498	1,987	68,357	97,793	103,328
	Percent	14 8%	4 1%	2 3%	6 4%	0 5%	2 0%	69 9%		
1984	Number	15,615	4,207	2,584	7,049	536	2,059	68,615	100,665	106,025
	Percent	15 5%	4 2%	2 6%	7 0%	0 5%	2 0%	68 2%		
1985	Number	16,719	4,439	2,959	8,143	601	2,040	68,860	103,761	108,988
	Percent	16 1%	4 3%	2 9%	7 8%	0 6%	2 0%	66 4%		
1986	Number	18,113	4,772	3,361	8,949	661	2,008	68,716	106,580	112,363
	Percent	17 0%	4 5%	3 2%	8 4%	0 6%	1 9%	64 5%		
1987	Number	19,696	5,123	3,818	10,234	810	1,839	69,644	111,164	117,079
	Percent	17 7%	4 6%	3 4%	9 2%	0 7%	1 7%	62 6%		
1988	Number	21,247	5,513	4,105	11,600	977	1,681	69,606	114,729	121,001
	Percent	18 5%	4 8%	3 6%	10 1%	0 9%	1 5%	60 7%		
1989	Number	22,993	5,796	4,102	13,071	1,121	1,609	68,187	116,879	123,441
	Percent	19 7%	5 0%	3 5%	11 2%	1 0%	1 4%	58 3%		
1990	Number	25,093	5,622	4,270	14,191	1,206	1,565	65,549	117,496	124,271
	Percent	21 4%	4 8%	3 6%	12 1%	1 0%	1 3%	55 8%		
1991	Number	27,224	5,327	4,334	14,778	1,301	1,504	62,602	117,070	124,627
	Percent	23 3%	4 6%	3 7%	12 6%	1 1%	1 3%	53 5%		
1992	Number	29,265	5,053	4,414	15,204	1,248	1,628	59,337	116,149	124,226
	Percent	25 2%	4 4%	3 8%	13 1%	1 1%	1 45	51 1%		

Source California Postsecondary Education Commission, Student Profiles, 1-9

Reference Display 36 on page 41

TABLE 27 *Racial/Ethnic Background of the Undergraduate Student Bodies at 31 Independent California Colleges and Universities, Fall 1990 Through Fall 1992*

	<u>Asian</u>		<u>Black</u>		<u>Latino</u>		<u>Native American</u>		<u>White</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
1990	6,007	11 0%	2,598	4 8%	6,000	11 0%	387	0 7%	39,413	72 4%
1991	6,573	12 0%	2,768	5 1%	5,657	10 4%	461	0 8%	38,987	71 7%
1992	7,451	13 3%	2,960	5 3%	6,515	11 6%	464	0 8%	38,816	69 1%

Source California Postsecondary Education Commission

Reference Display 37 on page 42

TABLE 28 *Racial/Ethnic Background of Baccalaureate Degree Recipients at the California State University, 1986-87 and 1991-92*

	<u>Asian</u>		<u>Black</u>		<u>Filipino</u>		<u>Latino</u>		<u>Other</u>		<u>White</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
1986-87	4,097	10 1%	1,469	3 6%	605	1 5%	3,092	7 6%	1,218	3 0%	30,074	74 2%
1991-92	5,566	11 4%	1,939	4 0%	1,242	2 5%	4,968	10 1%	1,491	3 0%	33,785	69 0%

Source California Postsecondary Education Commission

Reference Display 38 on page 43

TABLE 29 *Racial/Ethnic Background of Baccalaureate Degree Recipients at the University of California, 1986-87 and 1991-92*

	<u>Asian</u>		<u>Black</u>		<u>Filipino</u>		<u>Latino</u>		<u>Other</u>		<u>White</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
1986-87	3,309	15.4%	621	2.9%	436	2.0%	1,295	6.0%	528	2.5%	15,238	71.1%
1991-92	5,473	19.6%	1,055	3.8%	837	3.0%	2,754	9.9%	671	2.4%	17,117	61.3%

Source: California Postsecondary Education Commission.

Reference: Display 39 on page 44

TABLE 30 *Racial/Ethnic Composition of Post-Baccalaureate Students at the California State University, 1986-87 and 1991-92*

	<u>Asian</u>		<u>Black</u>		<u>Filipino</u>		<u>Latino</u>		<u>Other</u>		<u>White</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
1986-87	2,185	7.1%	1,474	4.8%	316	1.0%	2,510	8.2%	826	2.7%	23,353	76.2%
1991-92	1,919	7.6%	1,289	5.1%	375	1.5%	3,307	13.2%	751	3.0%	17,491	69.6%

Source: California Postsecondary Education Commission.

Reference: Display 41 on page 46

TABLE 31 *Racial/Ethnic Background of Students Enrolled in Master's Programs of the California State University, Fall 1987 and Fall 1992*

	<u>Asian</u>		<u>Black</u>		<u>Filipino</u>		<u>Latino</u>		<u>Other</u>		<u>White</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Fall 1987	2,760	9.3%	1,185	4.0%	266	0.9%	2,009	6.8%	832	2.8%	22,595	76.2%
Fall 1992	3,614	10.4%	1,769	5.1%	471	1.4%	2,927	8.4%	1,099	3.2%	24,829	71.5%

Source: California Postsecondary Education Commission.

Reference: Display 42 on page 47

TABLE 32 *Racial/Ethnic Background of Master's Degree Recipients at the California State University, 1986-87 and 1991-92*

	<u>Asian</u>		<u>Black</u>		<u>Filipino</u>		<u>Latino</u>		<u>Other</u>		<u>White</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
1986-87	539	7.6%	292	4.1%	32	0.4%	398	5.6%	210	2.9%	5,658	79.4%
1991-92	754	8.1%	421	4.5%	76	0.8%	667	7.2%	258	2.8%	7,087	76.5%

Source: California Postsecondary Education Commission.

Reference: Display 43 on page 48

TABLE 33 *Racial/Ethnic Background of Students Enrolled in Master's Programs of the University of California, Fall 1987 and Fall 1992*

	<u>Asian</u>		<u>Black</u>		<u>Filipino</u>		<u>Latino</u>		<u>Other</u>		<u>White</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Fall 1987	857	9.2%	337	3.6%	74	0.8%	596	6.4%	159	1.7%	7,327	78.4%
Fall 1992	1,050	12.9%	373	4.6%	138	1.7%	665	8.2%	160	2.0%	5,764	70.7%

Source: California Postsecondary Education Commission.

Reference: Display 45 on page 50

TABLE 34 *Racial/Ethnic Background of Master's Degree Recipients at the University of California, 1986-87 and 1991-92*

	<u>Asian</u>		<u>Black</u>		<u>Filipino</u>		<u>Latino</u>		<u>Other</u>		<u>White</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
1986-87	398	9.3%	102	2.4%	28	0.7%	223	5.2%	62	1.4%	3,481	81.1%
1991-92	599	11.7%	236	4.6%	51	1.0%	359	7.0%	88	1.7%	3,797	74.0%

Source: California Postsecondary Education Commission

Reference: Display 46 on page 50

TABLE 35 *Racial/Ethnic Background of First-Professional Degree Students at the University of California, Fall 1987 and Fall 1992*

	<u>Asian</u>		<u>Black</u>		<u>Filipino</u>		<u>Latino</u>		<u>Other</u>		<u>White</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Fall 1987	1,087	17.5%	372	6.0%	83	1.3%	632	10.2%	100	1.6%	3,926	63.3%
Fall 1992	1,314	22.1%	402	6.8%	140	2.4%	669	11.3%	121	2.0%	3,296	55.5%

Source: California Postsecondary Education Commission

Reference: Display 47 on page 51

TABLE 36 *Racial/Ethnic Background of First-Professional Degree Recipients in the Health Fields at the University of California, 1986-87 and 1991-92*

	<u>Asian</u>		<u>Black</u>		<u>Filipino</u>		<u>Latino</u>		<u>Other</u>		<u>White</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
1986-87	179	17.4%	64	6.2%	15	1.5%	114	11.1%	19	1.9%	636	61.9%
1991-92	266	26.3%	53	5.2%	21	2.1%	105	10.4%	11	1.1%	555	54.9%

Source: California Postsecondary Education Commission

Reference: Display 48 on page 52

TABLE 37 *Racial/Ethnic Background of First-Professional Degree Recipients in Law at the University of California, 1986-87 and 1991-92*

	<u>Asian</u>		<u>Black</u>		<u>Filipino</u>		<u>Latino</u>		<u>Other</u>		<u>White</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
1986-87	68	9.5%	46	6.4%	8	1.1%	59	8.2%	9	1.3%	526	73.5%
1991-92	70	10.1%	60	8.7%	12	1.7%	80	11.6%	12	1.7%	458	66.2%

Source: California Postsecondary Education Commission

Reference: Display 49 on page 53

TABLE 38 *Racial/Ethnic Background of Doctoral Degree Students at the University of California, Fall 1987 and Fall 1992*

	<u>Asian</u>		<u>Black</u>		<u>Filipino</u>		<u>Latino</u>		<u>Other</u>		<u>White</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Fall 1987	1,150	9.0%	253	2.0%	52	0.4%	659	5.2%	212	1.7%	10,406	81.7%
Fall 1992	1,804	11.8%	487	3.2%	132	0.9%	1,067	7.0%	292	1.9%	11,528	75.3%

Source: California Postsecondary Education Commission

Reference: Display 50 on page 53

TABLE 39 *Racial/Ethnic Background of Doctoral Degree Recipients at the University of California, 1986-87 and 1991-92*

	<u>Asian</u>		<u>Black</u>		<u>Filipino</u>		<u>Latino</u>		<u>Other</u>		<u>White</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
1986-87	113	8 0%	36	2 5%	3	0 2%	55	3 9%	19	1 3%	1,191	84 1%
1991-92	171	9 9%	39	2 3%	5	0 3%	72	4 2%	13	0 8%	1,431	82 7%

Source California Postsecondary Education Commission

Reference Display 51 on page 54

TABLE 40 *Gender and Racial/Ethnic Characteristics of the Instructional Faculty in California's Public Schools, 1982-83, 1987-88, and 1992-93*

	<u>1982-83</u>		<u>1987-88</u>		<u>1992-93</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Women	116,729	64 1%	134,731	68 3%	155,751	70 8%
Men	65,376	35 9	62,735	31 7	64,317	29 2
Asian/Pacific Islander	6,192	3 4%	6,966	3 5%	7,952	3 6%
Filipino	1,275	0 7	1,312	0 7	1,565	0 7
Black	11,837	6 5	12,024	6 1	12,076	5 5
Latino	11,291	6 2	13,574	6 9	18,230	8 3
Native American	1,821	1 0	1,570	0 8	1,650	0 7
White	149,690	82 3	162,020	82 2	178,595	81 2
Total	182,105		197,466		220,068	

Source California State Department of Education

Reference Display 52 on Page 55

TABLE 41 *Gender and Racial/Ethnic Characteristics of the Full-Time and Part-Time Faculty in the California Community Colleges, October 1987 and October 1992*

	<u>Full-Time</u>		<u>Part-Time</u>	
	<u>Fall 1987</u>	<u>Fall 1992</u>	<u>Fall 1987</u>	<u>Fall 1992</u>
Women	37 1%	41 9%	43 8%	46 7%
Men	62 9	58 1	56 2	53 3
Asian/Pacific Islander	3 5%	4 8%	3 5%	4 3%
Filipino	0 4	0 4	0 4	0 5
Black	5 2	5 8	3 5	3 9
Latino	5 8	7 6	5 4	6 2
Native American	0 6	1 0	0 6	0 8
White	84 5	80 4	86 5	84 3
Total Number	15,354	16,691	25,056	27,500

Source California Community Colleges Staff Data File

Reference Displays 53 and 54 on page 57

TABLE 42 *Gender and Racial/Ethnic Characteristics of the Full-Time Faculty in the California State University, Fall 1987 and Fall 1992*

		<u>Women</u>		<u>Men</u>		<u>Asian/Pacific Islander/Filipino</u>		<u>Black</u>		<u>Latino</u>		<u>Native American</u>		<u>White</u>	
		<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>
Tenured	1987	1,733	20 0%	6,952	80 0%	565	6 5%	222	2 6%	280	3 2%	40	0 5%	7,578	87 2%
	1992	1,803	23 1	6,007	76 9	662	8 5	236	3 0	324	4 2	29	0 4	6,559	84 0
Probation	1987	674	37 2	1,138	62 8	205	11 3	66	3 6	94	5 2	9	0 5	1,438	79 4
	1992	1,047	46 3	1,216	53 7	335	14 8	150	6 6	216	9 5	21	0 9	1,541	68 1
Lecturer	1987	508	41 2	726	58 8	92	7 5	38	3 1	52	4 2	5	0 4	1,047	84 8
	1992	359	45 7	426	54 3	53	6 8	37	4 7	38	4 8	4	0 5	653	83 2
Total	1987	2,915	24 8	8,816	75 2	862	7 3	326	2 8	426	3 6	54	0 5	10,063	85 8
	1992	3,209	29 6	7,649	70 4	1,050	9 7	423	3 9	578	5 3	54	0 5	8,753	80 6

Source California State University Affirmative Action Progress Reports.

Reference Display 55 on page 59

TABLE 43 *Gender and Racial/Ethnic Characteristics of the Full-Time Faculty in the University of California, Fall 1987 and Fall 1992*

		<u>Women</u>		<u>Men</u>		<u>Asian/Pacific Islander/Filipino</u>		<u>Black</u>		<u>Latino</u>		<u>Native American</u>		<u>White</u>	
		<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>
Ladder	1987	1,036	14 4%	6,181	85 6%	479	6 7%	130	1 8%	237	3 3%	17	0 2%	6,354	88 1%
	1992	1,477	18 9	6,354	81 1	668	8 5	184	2 3	321	4 1	25	0 3	6,633	84 7
Non-Ladder	1987	1,959	32 0	4,159	68 0	751	12 2	109	1 8	182	3 0	10	0 2	5,066	82 8
	1992	2,619	35 0	4,865	65 0	1,337	17 9	170	2 3	303	4 0	15	0 2	5,659	75 6
Total	1987	2,995	22 5	10,340	77 5	1,230	9 2	239	1 8	419	3 1	27	0 2	11,420	85 7
	1992	4,096	26 7	11,219	73 3	2,005	13 1	354	2 3	624	4 1	40	0 3	12,292	80 3

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CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature

Members of the Commission

The Commission consists of 17 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. Six others represent the major segments of postsecondary education in California. Two student members are appointed by the Governor.

As of February 1995, the Commissioners representing the general public are

Henry Der, San Francisco, *Chair*
C. Thomas Dean, Long Beach
Elaine Alquist, Santa Clara
Mim Andelson, Los Angeles
Jeffrey I. Marston, San Diego
Guillermo Rodriguez, Jr., San Francisco,
Vice Chair
Melinda G. Wilson, Torrance
Linda J. Wong, Los Angeles
Ellen F. Wright, Saratoga

Representatives of the segments are

Roy T. Brophy, Fair Oaks, appointed by the Regents of the University of California,
Yvonne W. Larsen, San Diego, appointed by the California State Board of Education,
Alice Petrossian, Glendale, appointed by the Board of Governors of the California Community Colleges,
Ted J. Saenger, San Francisco, appointed by the Trustees of the California State University, and
Kyhl Smeby, Pasadena, appointed by the Governor to represent California's independent colleges and universities, and
vacant, representing the Council for Private Postsecondary and Vocational Education

The two student representatives are
Stephen Leshner, Meadow Vista
Beverly A. Sandeen, Costa Mesa

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory body to the Legislature and Governor, the Commission does not govern or administer any institutions, nor does it approve, authorize, or accredit any of them. Instead, it performs its specific duties of planning, evaluation, and coordination by cooperating with other State agencies and non-governmental groups that perform those other governing, administrative, and assessment functions.

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, its meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, Warren Halsey Fox, Ph.D., who is appointed by the Commission.

Further information about the Commission and its publications may be obtained from the Commission offices at 1303 J Street, Suite 500, Sacramento, California 95814-2938, telephone (916) 445-7933 or Calnet 485-7933, FAX (916) 327-4417.

THE STATE OF THE STATE'S EDUCATIONAL ENTERPRISE

An Overview of California's Diverse Student Population

Commission Report 93-24



ONE of a series of reports published by the California Postsecondary Education Commission as part of its planning and coordinating responsibilities. Single copies may be obtained without charge from the Commission at 1303 J Street, Suite 500, Sacramento, California 95814-2938. Recent reports include

- 93-12 *Proposed Establishment of the Vacaville Higher Education Center of the Solano County Community College District. A Report to the Governor and Legislature in Response to a Request from the Board of Governors of the California Community Colleges* (June 1993)
- 93-13 *Major Gains and Losses, 1986-87 to 1991-92. A Report on Shifts in the Popularity of Various Academic Disciplines as Fields of Study at California's Public Universities* (June 1993)
- 93-14 *Fiscal Profiles, 1993. The Third in a Series of Factbooks About the Financing of California Higher Education* (July 1993)
- 93-15 *Student and Staff Satisfaction with Programs for Students with Disabilities. Comments by the California Postsecondary Education Commission on Reports Prepared by California's Public Systems of Higher Education in Response to Assembly Bill 746 (Chapter 829, Statutes of 1987)* (September 1993)
- 93-16 *Proposed Construction of the Madera County Educational Center in the State Center Community College District. A Report to the Governor and Legislature in Response to a Request from the Board of Governors of the California Community Colleges* (September 1993)
- 93-17 *Faculty Salaries in California's Community Colleges, 1992-93. A Report to the Legislature and the Governor in Response to Supplemental Report Language for the 1979 Budget Act* (September 1993)
- 93-18 *Appropriations in the 1993-94 State Budget for Higher Education. A Staff Report to the California Postsecondary Education Commission* (September 1993)
- 93-19 *Commission Activities and Concerns of the Past Decade. A Retrospective of Issues Confronting California Higher Education Between 1983 and 1993* (September 1993)
- 93-20 *Library and Information Services Education in California. A Report to the Intersegmental Program Review Council from the Staff of the California Postsecondary Education Commission* (October 1993)
- 93-21 *Who Will Take Responsibility for the Future of California Higher Education? A Statement by Clark Kerr to the California Postsecondary Education Commission, October 25, 1993* (October 1993)
- 93-22 *Creating a Campus for the Twenty-First Century ♦ The California State University and Fort Ord* (October 1993)
- 93-23 *Restabilizing Higher Education. Moderating the Impact on California's College Students and the State's Future from Cutting State Support for Higher Education by \$1.4 Billion Over the Past Three Years. Report of the Executive Director of the California Postsecondary Education Commission, December 1993* (December 1993)
- 93-24 *The State of the State's Educational Enterprise. An Overview of California's Diverse Student Population* (December 1993)